ABSTRACT
        This manual presents guidelines to assist Vermont
schools in the systems change involved in implementing full inclusion
for students with disabilities in general education classrooms and
community settings. The first chapter addresses general issues
concerned with full inclusion, including Vermont's vision for
education, the role of collaborative teaming, and students with
intensive needs. The second chapter focuses on student, family, and
community involvement in planning, noting possible participants in
both the school planning team and the individual student planning
team. The third chapter looks at schoolwide planning for best
practice improvement, with guidelines concerning: facilitating
productive meetings of the planning team, tailoring the process to
meet the unique needs of each local school, gathering information
about best practices, selecting and prioritizing best practices, and
coordinating plans of schools within a district. The Individual
Student Team Planning Process is the subject of the fourth chapter,
with guidelines addressing such issues as: initiation of the process,
Student Planning Team members, and coordinating student needs with
general education class activities. The fifth chapter offers
guidelines for collaborative teaming, including decision making,
problem solving, and meetings. Appendices provide sample forms for
both the schoolwide planning process and the individual student
planning process. (DB)

IMPLEMENTING BEST PRACTICES FOR ALL STUDENTS IN THEIR LOCAL SCHOOL

Inclusion of All Students Through Family and Community Involvement, Collaboration, and the Use of School Planning Teams and Individual Student Planning Teams
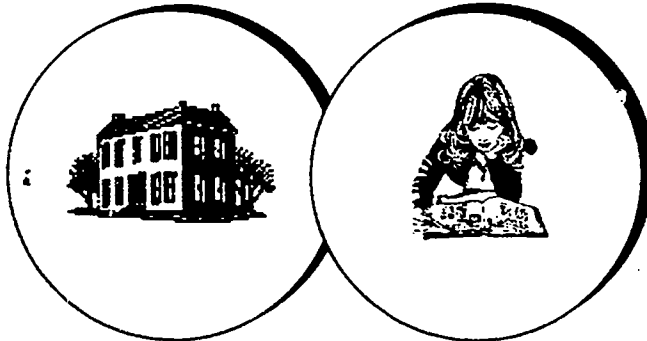
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Meeting the Needs of All Students in General Education Settings in Their Local Schools

? What is the purpose of this book?

Vermont parents, educators, advocates and other community members have made a commitment to the goals of improving education for all students and serving all students, including those with intensive needs, in general education settings within their local schools. Accomplishing these goals requires systems change. In Vermont, local school administrators, general and special educators, parents and other community members have been working collaboratively to develop school climates, structures, curricula, and instructional supports which enable their schools to improve education for all students and accommodate all students in general classes. The purpose of this book is to share some of the processes which have been developed to assist local schools with systems change. Key elements for accomplishing necessary systems change are:

1. The development of shared goals and a vision of what education should be for all students.

2. Best practice guidelines which address specific educational practices and values to support the goals.

3. Collaborative teaming as a means to establish shared ownership of the goals, values and guidelines.

4. Student, family and community involvement in all aspects of school planning.

5. A process for building the supports needed to improve the education of **all students** who attend the school.

6. A process for building supports needed to serve **individual students with intensive needs** in general classes and community settings.

? What is Vermont's vision for education?

Hundreds of Vermonters have contributed to the development of Vermont's Education Goals (Vermont Department of Education, 1990).

Goal 1: Vermonters will see to it that every child becomes a con.petent, caring, productive, responsible individual and citizen who is committed to continued learning throughout life.

Goal 2: Vermonters will restructure their schools to support very high performance for all students.

Goal 3: Vermont will attract, support and develop the most effective teachers and school leaders in the nation.

Goal 4: Vermont parents, educators, students and other citizens will create powerful partnerships to support teaching and learning in every community.

Vermont's educational goals also articulate a vision of what "could be."

> ...Children move along at their own pace; what they need to learn
> and to grow drives the school. School failure once thought all but
> unavoidable for some, is extremely rare. The children know that in
> every school at least one adult is watching out for them. Every
> school board member, parent, teacher and administrator accepts
> the responsibility of seeing to it that every child entering kinder-
> garten graduates from high school with an acceptable level of
> achievement. There is no special education as we know it. Chil-
> dren are different from one another in lots of ways, and schools
> accommodate everyone with an inventive array of services....A
> system is in place to aid students who are not progressing satisfac-
> torily. Those, who in the past would have failed, are intercepted at
> age three or earlier to address learning difficulties.....Parents are
> partners. Teachers communicate frequently and directly with
> them....The business community works closely with schools,
> providing support and opportunities for work-study, employment
> and retraining....School is not a place, but a set of relationships
> among individuals, some are teaching and some are learning.
> Summer operations include remedial, tutorial, and enrichment
> courses and activities, especially for younger students. The school
> day is flexible to accommodate working students....Much of the
> leadership for the educational programs comes from teachers.
> They work together in teams. The teachers and administrators are
> constantly changing parts of the school, amplifying things that
> work, dropping things that do not... (Vermont Department of
> Education, 1990, p. 1-7).

In addition to developing a set of goals for education and a vision of what our
schools could be in the future, the Vermont legislature has enacted Act 230 (1990)
which emphasizes success for all students in general classes and paves the way for
schools to capture the vision.

> It is the policy of the state that each school district design and
> implement, in consultation with parents, a comprehensive
> system of educational services that will result, to the maximum
> extent possible, in all students succeeding in the regular class-
> room.... At the building level, services should avoid the inappro-
> priate use of special education resources... A range of effective
> educational services supported with local, state and federal
> funds should be available to all students who are failing or at
> risk of failing academically (Act 230, 1990, pp. 1).

Every school in Vermont is required to have an instructional support team and
instructional support services which are available to all children who require addi-
tional classroom assistance.

? What are the best practice guidelines?

The Best Practice Guidelines for Meeting the Needs of All Students in Their
Local Schools (1991) is a document which lists 54 specific statements of educa-
tional practice which support the education of all students in their local schools.
The best practice statements are general strategies and methods for developing and
delivering educational services which optimize the preparation of all students to
become competent, caring, productive, and responsible individuals. The guidelines
are intended to be used as standards for assessing schoolwide and individual
student programs and services. They are based upon the Best Practice Guidelines
for Students with Intensive Educational Needs (1987), effective schools literature,

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and the experiences and input of hundreds of Vermonters who are restructuring their local schools to improve education and accommodate all children. Areas covered by the guidelines include:

school climate and structure,
collaborative planning,
social responsibility,
curriculum planning,
delivery of instructional support services,
individualized instruction,
transition planning,
family-school collaboration, and
planning for continued best practice improvement.

The guidelines may be found in Table 1 at the end of this chapter. Chapter 3 describes how to use the guidelines to improve services to all students. Chapter 4 describes how to use the guidelines to develop individual student programs and supports which enable schools to serve all students in general education settings.

Are specific values incorporated into the best practice guidelines?

Yes. Best practices are as much value statements as they are statements of educational practice. The development of any set of standards requires the articulation of values which act as the foundation and framework for developing the standards. The values which are incorporated into the Best Practice Guidelines include the following:

1. All students are assigned to age-appropriate general education classes in their local school.

2. All students are afforded equal opportunities to participate in all school spon- sored age-appropriate activities (e.g., academics, sports, field trips, job training, clubs, dances).

3. Specialized services are incorporated into general education and community activities.

4. Educational experiences are individualized for every student.

5. There is shared ownership, decision-making and collaboration among school administrators, staff, students, families, school board members and other members of the community for improving educational services for all students.

6. The family's values and needs are addressed when planning for and delivering each student's educational program.

7. The curriculum promotes meaningful participation in community life and sets a high standard of excellence through content (e.g., math, social skills, history) and process (e.g., problem solving, collaboration, study skills) oriented goals.

Who are students with intensive needs?

Formal definitions of intensive need have little functional use or meaning at the local school level. "What is considered a 'severe disability' varies from one school to

the next and is contingent upon each school community's beliefs and experience with students whose educational needs go beyond the school's standard curriculum or instructional practices" (Thousand and Villa, 1990, pp. 2-3). As used herein, **students with intensive needs** includes all students identified by their teachers and parents as presenting significant educational challenges to the school. This can include students with severe learning impairments, students with behavioral challenges, students with significant medical needs, or students whose gifts and talents present educational challenges. A student need not be eligible for a specific support service (e.g., special education, Chapter 1) to be considered by teachers or parents as having intensive needs and requiring individualized support services.

How can collaborative teaming facilitate the development of shared ownership of the goals, values and guidelines?

Shared ownership is developed by including all stakeholders (e.g., students, parents, community members, school staff) at the beginning of the systems change process and by providing them with ways to have meaningful input into the decision-making process. *Collaborative teaming*, as described in Chapter 5, provides diverse groups of people with a set of procedures and guidelines by which they can work together as equal partners to address issues and to solve problems. Three primary characteristics which define a collaborative team are: a) shared beliefs and common goals, b) decision making by consensus, and c) diverse membership. Other major characteristics which a team must demonstrate to be considered collaborative are: shared tasks, responsibilities and leadership; encouragement of each other to interact and to take part in problem solving and decision making; and rule setting for dealing with sensitive or controversial issues.

Does one collaborative team do it all?

Two types of collaborative teams are used to accomplish the goals of improving education for all students and accommodating for the needs of all students in general classes: the *School Planning Team* and *Individual Student Planning Team*. The purpose of the *School Planning Team* is to improve education for all students who attend the school. To accomplish this goal, the team should include persons who are representative of the school and community (e.g., school administrators, teachers, other school staff, students, families, school board members, other interested community members). *Individual Student Planning Teams* are formed to provide support to students with intensive needs, their teachers and families. Team membership should consist of the student, people most involved with the student on a day-to-day basis (e.g., parents, teachers, peers, principal), and other persons depending on the particular needs of the student or family (e.g., physical therapist, guidance counselor, employment specialist).

Why should students, families and other community members be involved as team members?

Students, their families and other community members should be members of the *School Planning Team* because they can be the most effective advocates for improving education. Students and their families are the consumers of educational services, and as such they have an investment in the school. Other community members also have an investment in the school. They are the property owners, taxpayers, employers, and community advocates. Involving students, families and other community members as full team members from the beginning of the process can facilitate the sharing of their goals and empower them as advocates for the school. In addition, people have a right to be involved in

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decisions that will have an impact upon their lives or the lives of their children. There should be systematic opportunities for them to be involved in the decision-making process.

Family involvement as full team members in the *Individual Student Planning Team Process* is especially crucial since the team will be making choices about many aspects of their child's life including living, working and playing in the community. The decisions made will have a very real impact not only on the child's life, but on the life of the family. Each goal selected for a student may take away time and resources from other, perhaps equally or more important, goals. Since each decision has a cost, it is very important that the student's and family's values are represented in the decision-making process. Considering the values of the student and family is not only important to making good decisions, but also to whether goal attainment and skill acquisition have effects outside of the school's program. **Chapter 2** provides more detailed information on how to involve students and families.

What process can be used for building the supports needed to improve the education of all students who attend the school?

The *School Planning Team Process* (described in Chapter 3) has been used for planning schoolwide systems changes to improve education for all students. The school planning process provides schools with a means to: a) determine the extent to which administrators, educators and related services staff, parents, and community members value each best practice; b) determine which best practices are in need of improvement; c) target best practices for improvement; and d) develop action plans which address: changing school policy; changing service delivery options; and providing training for school staff, students, parents and other community members to achieve targeted best practice improvements.

What process can be used for building the supports needed to serve individual students with intensive needs in general education classes?

The *Individual Student Planning Team Process* (described in Chapter 4) is used to develop best practice-based programs for students with intensive needs which maximize participation in general class and other school and community activities. The student planning process includes a series of tasks to be accomplished by the *Individual Student Planning Team*. Various checklists, forms and surveys have been developed to assist the planning team to complete the tasks. Major tasks include: a) establishing the team, b) facilitating family participation, c) tailoring the process to meet the student's and the school's needs, d) identifying the student's strengths and needs, e) using a matrix to determine general class activities which can be adapted to meet the student's needs, f) monitoring progress, and g) planning transitions.

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Table 1

Best Practice Guidelines for Meeting the Needs of
All Students in Local Schools

SCHOOL CLIMATE AND STRUCTURE

1. The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate general education and community settings.

2. The school's climate is established by administrators, staff, students, parents, school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff.

3. The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students.

4. The school provides ample opportunities for students, staff, administrators, parents, school board members and other community members to be recognized for their accomplishments, including helping others.

5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students are clearly delineated by administrators, staff, students, parents, school board members and other community members.

6. The school's professional development process is developed by administrators, staff, students, parents, school board members and other community members and includes inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.

7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) is developed by administrators, staff, students, parents, school board members and other community members and is available to all students and staff.

COLLABORATIVE PLANNING

8. The school provides opportunities for staff, students, family members, and community members to become proficient at functioning in a collaborative manner (i.e., share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate team roles of facilitator, timekeeper and recorder).

9. The school provides time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services, and to provide timely consultation, support and technical assistance to families and staff.

10. For students with intensive needs in basic skill and/or social skill areas or who are challenged by their gifts and talents, individual student planning teams are convened which are responsible for the development and implementation of all aspects of the student's educational program (e.g., student goals, student schedules, procedures to address learning/behavior/management issues, transition plans, strategies to support the student and his/her teachers and family).

11. Individual student planning teams consist of the student, family members, the student's general class teacher(s) and other appropriate persons based upon the student's needs (e.g., principal, Chapter I teacher, music teacher, physical therapist, one or two of the student's peers, teaching assistant, special educator, social worker, representatives of community agencies, family advocates).

12. The individual roles of each student planning team member, including related service providers and other consultants, are specified by the team and are supportive of the educational needs of the student.

SOCIAL RESPONSIBILITY

13. The school facilitates the development of social responsibility and self-reliance by promoting student participation in volunteer organizations and activities (e.g., community service activities, peer tutoring/mentoring activities, student government, participation in decision making about important school or community issues).

14. The school's curriculum provides structured opportunities for students to learn about and appreciate individual differences among people.

15. The school's curriculum provides structured opportunities for students to develop appropriate social skills (e.g., making friends, cooperating with others, sharing, listening, avoiding fighting) which include frequent practice during school, home and community activities.

16. The school provides opportunities for all students to participate in age-appropriate school sponsored extra-curricular activities (e.g., field trips, sports teams, clubs, dances, assemblies, student government).

17. For students with intensive needs in the social skill area, an individual program for increasing social skills is developed which includes: a) assessment of current skills in identified home, school and community settings; b) identification of adaptations and support needed to function in those settings; c) procedures for working with school staff and families to incorporate social skill training and/or practice into school and family routines.

CURRICULUM PLANNING

18. The school's curricula are developed by teachers/staff, students, parents, administrators, and community members and identify age-appropriate content (e.g., language arts, math, history, social/emotional, arts, health) and process oriented (problem solving and collaboration skills, study skills) goals and objectives which promote meaningful participation in age-appropriate activities in home, recreational, educational, work and other aspects of community life, set a high standard of excellence and address the needs of all students.

19. A variety of age-appropriate non-school instructional settings (e.g., daycare settings, the student's home, local stores, and job sites) are available to students and matched to individual needs for learning new skills or for generalizing skills to new settings.

20. The process for identifying curriculum content for an individual student with intensive needs in basic skill and/or social areas includes an analysis of the student's skills and interests and of the age-appropriate activities, skills and adaptations needed for the student to function in specific home, school, work, recreation and other community settings.

21. Objectives for students with intensive needs in basic skill and/or social areas specify criteria which include performance in the student's home, school and other age-appropriate community settings.

22. Students with intensive needs in basic skill and/or social areas have paid work experiences in integrated community settings prior to leaving school.

23. The system for monitoring the progress of students with intensive needs in basic skill and/or social areas includes: a) indications of level of independence on identified skills/activities, b) indications of environments in which those skills/activities have been demonstrated, c) an annual summary, and d) post school follow ups for purposes of program improvement.

DELIVERY OF INSTRUCTIONAL SUPPORT SERVICES

24. Instructional support services and staff (e.g., Chapter I, special education, speech and language, guidance, peer tutoring) are incorporated into ongoing school and community activities.

25. The decision to pull any student out of ongoing school or community activities to receive support services is a team decision based upon documentation that the student's needs could not be achieved through the use of supplementary aids and services in the classroom. This decision is not based upon staff preferences.

26. For students with needs (e.g., counseling, community-based training, medical) which cannot be met through ongoing activities, pull out is scheduled during activities which the team determines to be lowest priority for the student.

27. The delivery of instructional support services (e.g., consultation, training, technical assistance, cooperative planning with support staff, team teaching with support staff, support staff delivering direct services in the classroom, release time for planning, access to instructional support teams) includes support to teachers, teaching assistants, volunteers, and other direct instructional staff.

INDIVIDUALIZED INSTRUCTION

28. The school provides all students with opportunities to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year.

29. The school provides opportunities for all staff to become proficient at previewing instructional activities, giving clear written and verbal directions, checking for student understanding and giving students constructive feedback and positive reinforcement.

30. The school provides opportunities for all staff to become proficient in using a variety of instructional methods (e.g., cooperative learning, whole language, peer tutoring, drill and practice, incidental teaching, computer-assisted instruction), matching methods to individual student needs, and incorporating methods into ongoing activities.

31. A variety of instructional groupings (e.g., small group, large group, multi-aged groups, cooperative group, individual instruction) is available to all students and matched to individual student needs.

32. A variety of instructors (e.g., teachers, teacher assistants, same-age peer tutors, cross-age peer tutors, peer mentors, volunteers) are available to students and matched to individual student needs.

33. The school provides opportunities for all staff to become proficient at using a variety of instructional materials (e.g., real items, photographs, drawings, work sheets, textbooks, audio /visuals), at matching materials to individual student needs, and incorporating materials into ongoing activities.

34. The school provides opportunities for all staff to become proficient at teaching several different goals from the same curriculum area through a single group activity (e.g., during a group math activity some students may be learning addition while others are learning counting or one-to-one correspondence).

35. The school provides opportunities for all staff to become proficient at teaching goals from different curriculum areas through the same group activity (e.g., during a group social studies activity some students may have a primary goal of learning the social studies content while others have primary goals of learning language, communication, or social skills).

36. The school provides opportunities for all staff and students to become proficient at identifying a variety of ways students can acquire or demonstrate skills/knowledge (e.g., signing, writing, typing, gesturing, oral tests or reports, art displays, taped presentations), matching them to individual student needs, and incorporating them into ongoing activities.

37. For each lesson currently being taught, there is a written instructional program or lesson plan which is available to all direct instructional staff.

38. Student progress is monitored and analyzed on a regularly scheduled basis.

39. Decisions to modify instructional groupings, methods or materials are based upon measures of student progress.

40. A current schedule of daily student activities which describes what is being done, when, and with whom, is available and readily accessible.

TRANSITION PLANNING

41. There are procedures for facilitating the smooth transition of all students from one educational setting to another, and from school to post-school life.

42. A written plan for transitioning each student with intensive needs, including students who are gifted, from one educational setting to another is developed and implemented in advance of the move (e.g., 6 to 9 months).

43. For high school aged students with intensive needs, a written graduation plan for transition to post-school life (e.g., employment, education, recreation, residential) is developed and implemented well in advance of the transition (e.g., at age fourteen) and reviewed annually.

FAMILY-SCHOOL COLLABORATION

44. The school provides families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and the school.

45. There is information available to families which assists them to access informal support networks and connect with community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation, mental health).

46. The school provides families with opportunities for consultation, training and follow up from school staff to maximize their children's development in home and other community settings.

47. Families are included in advisory, decision-making, and advocacy activities of the school (e.g., advisory committees, curriculum committees, development of the school philosophy and climate, school planning teams, staff development committees).

48. Families are included in the decision-making process to determine the high priority educational needs of their children, and how and where (school, home, or community settings) their children will be taught.

49. Instructional planning includes procedures for assisting families to incorporate instruction and/or practice of skills into ongoing home and community activities.

PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT

50. A plan for improving best practice-based services within the school is developed every three to five years by a school planning team consisting of administrators, staff, students, parents, school board members and other community members.

51. The school's plan includes: a) a review of the school's goals and the extent to which goals and best educational practices are achieved; b) an examination of services offered by the school and how they relate to student, family, and community needs; c) follow up measures of students' performance in the next school setting or post school settings; and d) activities and timelines for improving best practices.

52. The school planning team meets periodically to monitor progress on implementing the school's plan and to make necessary adjustments in activities and timelines for achieving the plan.

53. The school's plan and subsequent reports of progress in implementing the plan are disseminated to parents, school district staff and community members.

54. There is a periodic evaluation of the planning process by school staff, students, parents, community members and persons from outside of the school (e.g., staff from other schools, colleges and universities, state and local government).

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Should families and other community members be on the School Planning Team?

There are three basic reasons for involving families of school children and other community members on planning teams to improve best practices for all students in local schools: a) they have a right to be involved; b) they can be the school's best advocates; and c) they have knowledge, experience, perspectives and other resources which can greatly benefit the planning process.

In a democratic society, it is an assumed guarantee that people have a right to be involved in decisions that will have an impact on their lives and on the lives of their children. Schools typically encourage community involvement and provide systematic opportunities for families and other community members to be involved. Serving on school boards, attending school board meetings, participating on planning teams and voting on school budgets are but a few of the avenues schools provide for community involvement.

The provision of quality education which meets the needs of all students requires community support. Families of school children and other community members are the most effective advocates for improving education. Involving them as full team members on the School Planning Team from the beginning of the process can facilitate their sharing the goals and harness their power as advocates.

Involvement of families and other community members provides a vehicle for schools to access a rich array of community resources which can be used to support quality education. For example, community members can: provide the school with advice and information in their areas of expertise; work as volunteers in the school to supplement instructional resources; run special interest clubs (e.g., French, quilting, computers); volunteer their businesses as vocational and community-based training sites; and make needed donations to the school (e.g., computers, software, supplies, books, printing services, and time, labor and materials to plan and build a playground).

Families and other community members look at issues from different perspectives and these perspectives can enrich the planning process. For example, educators may tend to plan for a six hour school day and be primarily concerned about how decisions will impact on students' academic performance and staff time. Families may have more concern for how decisions impact upon children's whole lives (e.g., what they do before and after school) and their families. Other community members may have concerns about students being prepared for the world of work and being responsible citizens. Addressing different perspectives can produce planning that is more comprehensive and beneficial to everyone.

Should students be members of the School Planning Team?

Yes! Ultimately the decisions made by the School Planning Team will directly impact the students and require their cooperation in changing how things operate. Students sharing the goals of the team and developing ownership of changes will empower them to assist in making changes. In addition, students have first hand knowledge of what needs to be improved and ideas for how things can be improved. Empowering students through involving them as team members accesses an often

overlooked school resource and provides the students with a good experience in responsibility, decision making, problem solving, collaborative teaming and citizenship.

Should the student's family be members of the student's Individual Planning Team?

Families include students' parents, brothers, sisters, grandparents, aunts, uncles and other persons who are extremely important to the child. Family involvement as full team members in the *Individual Student Planning Team Process* is especially crucial since the team will be making decisions about many aspects of the child's life. Specific family members who will plan with the team should be selected by the student, her parents and other team members. Each goal selected for a student can significantly reduce the amount of time and resources that can be devoted to other, perhaps equally or more important goals. Since each decision represents a cost, it is very important that the family's values are represented in the decision-making process.

Family involvement is also needed because families are the most committed long-term advocates for the child. Teachers and other service providers come and go. Only families know the full history of the child and have a total picture of what is going on in the child's life. The family has the most detailed knowledge of the student's strengths and needs, and the skills the student needs to function outside of school settings. Family values and preferences should be a major factor when the team develops the student's program. When planning for the student, the family can be the school's greatest resource.

The decisions made by the planning team not only have a very real impact on the child's life, but on the life of the family. Failing to consider the impact on family life may lead to problems between the family and the school. For example, some members of the team may strongly believe that aspects of the student's program should be carried out by the parents at home. However, the parents may not see themselves taking on a teaching role. Perhaps they do not agree that those aspects of their child's program are crucial. Raising this son or daughter is only one of a large group of family functions and responsibilities and perhaps the progress or needs of the student may not be the most important issue for the family at a given time. The team needs to recognize and acknowledge family priorities and assist the family to address them through the planning process.

Should students be members of their Individual Student Planning Team?

Yes! The decisions made by the *Individual Student Planning Team* will directly impact on students and require their cooperation. For example, if the team is deciding on a program to help the student control anger during frustrating situations, who is better suited to help decide the specifics of the program? If the student has been provided decision-making opportunities and feels ownership for the program, the likelihood for success is much higher. In addition, the student will gain first hand knowledge of the issues that the team is addressing and the amount of effort being expended to assist the student to reach his goals. Empowering the student through involvement as an equal member of the planning team can help to improve the student's self concept and ability to develop and attain individual goals. The student is also provided with real experiences in responsibility, decision making, problem solving, collaborative teaming and citizenship.

When dealing with very young children or when some team members are very uncomfortable with the idea of the student attending team meetings, the team should make a decision about how and when the student will be involved on the

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team. The team might only invite the student to be a member of the team for dealing with specific issues. For example, the team might discuss issues during the first part of the meeting and invite the student to attend the final portion of a meeting to be informed about the team's discussions and to take part in some decisions. As the student gains confidence with the team and as team members become comfortable discussing issues with the student present, the amount of time and the number of decisions in which the student is involved should increase.

Should the student's peers be members of the Individual Student Planning Team?

In many cases, involving one or more of the student's peers as members of the student's Individual Student Planning Team is essential to developing the most appropriate program for the student. When the team is considering involving peers on the team, the student, if possible, should be involved in making that decision. In some cases, the student may wish to have a friend accompany her to planning team meetings for emotional support. In cases where students cannot represent themselves on the team, a peer might be very important to keep the team focused on activities, materials, and social norms of the student's peer group. Classmates can also be very helpful when considering classroom accommodations for a particular student. Students often have wonderful ideas about how to include a student with intensive needs in classroom activities. Students who are members of individual planning teams for another student are also provided with opportunities to develop empathy, responsibility, decision making, problem solving, collaborative teaming, citizenship, and communication skills.

Can students, school staff, families and other community members meet together without creating conflicts or controversy among team members?

They can't! Any time people with diverse backgrounds and needs come together to address a particular issue there will be conflict and controversy. Collaborative teams are particularly geared to deal with conflict. In fact, conflict is often necessary in order for a collaborative team to develop the best possible solutions to problems. There are no winners or losers on a collaborative team. Decisions are made by consensus. Everyone must agree in order for the team to continue to work. This cooperative philosophy requires that teams come up with creative, productive and successful solutions to problems. When conflict initially arises in the team, meetings can become very uncomfortable and relationships strained. If controversy is not handled openly and honestly, relationships can be injured to the point where people stop coming to meetings. In order to benefit from diversity and conflict, collaborative teams must set ground rules for dealing with conflict and team members should follow steps for resolving conflicts as the need arises. Refer to **Chapter 5: Collaborative Teaming,** for more information on dealing with controversy.

How can families be supported to become informed about and involved in schoolwide and individual student planning activities?

Typically families are extremely busy. In many families there are single parents or both parents need to work. Families are interested in their children's education, but they often need support to become involved. Some ways schools can support family involvement are listed on the following page.

Families and other community members need to feel welcomed and valued by the school staff. Not many people will continue to go to a place where they feel they are not valued. Parents and other community members need to feel that they are a part of the decision-making process in order to continue to be involved.

Meetings need to be scheduled at times when families and other community members can attend. Many families or other community members cannot attend meetings during school hours. To involve the community in schoolwide planning, the meetings may need to be in the evening. Schools can support parents to be involved on *Individual Student Planning Teams* by assisting them to get time off work to attend meetings during school hours. Teams can also meet at the parent's work place or in the parent's home, if convenient.

Provide childcare during meeting times. Some families cannot attend meetings because of a lack of adequate childcare. The school can secure childcare for those parents who cannot find adequate childcare on their own. Some teams encourage parents to bring small children with them to team meetings. These types of accommodations can go a long way to make families feel that their participation is appreciated and valued by the school.

Families and other community members, as well as teachers, students and administrators, need to learn collaborative teaming skills (refer to Chapter 5) to make meetings efficient and productive so that people feel attending meetings is worthwhile. Meetings need to start and end on time!

Families, students, other community members, school administrators and staff need to build trust. Building of trust (refer to Chapter 5) takes time and energy. It is extremely difficult for groups of people to express ideas and feelings to each other until everyone knows that their input will be valued, that they will be treated with respect, that they will be accepted for who they are, that promises will be kept, and that confidentiality will be maintained.

Families, students and other community members need more ways to be involved than just by attending meetings. Newsletters or articles in the newspaper to keep the community informed about school activities and proposed changes in the school are extremely important. Questionnaires or telephone surveys asking for community feedback and ideas can solicit the involvement of parents and other community members who cannot attend meetings. Community meetings during which community members and school staff members meet in small groups to discuss specific issues or concerns can be very effective in giving community members opportunities to become involved. Phone calls or notebooks sent home on a regular basis are important for families involved on *Individual Student Planning Teams*. A team member can be identified as the major family contact person to visit with families who cannot attend meetings to keep them updated on meeting agendas and solicit their input into team decision making.

Schools can assist families to have more time and energy to devote to *Individual Student Planning Teams.* Families who are going through short or long term periods of stress due to loss of jobs, death in the family, loss of childcare, divorce, or the arrival of a new baby may not be able to devote much time or energy to planning for their children's education. In these cases the school can make available information and support to assist families to access informal support networks and connect with community services (e.g., daycare programs, respite care, recreation programs, counseling). In severe cases, the school can assist the family to access more intensive family support services from local mental health agencies.

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CHAPTER 3 — Schoolwide Planning for Best Practice Improvement

? **What is the School Planning Team Process?**

The *School Planning Team Process* is intended to assist local schools, families and other members of the community to use the best practice statements to review, develop and implement plans to improve schoolwide programs and services for all students. The planning process provides schools with a means to:

1. **Determine the extent to which administrators, educators and related services staff, parents, and other community members value each best practice statement;**

2. **Determine which best practice statements are in need of improvement;**

3. **Target best practice statements for improvement; and**

4. **Develop action plans which address changing school policy, changing service delivery options, and providing training for school staff, students, parents and other community members to achieve targeted best practice improvements.**

The school planning process is intended to be a continuing improvement activity within the school. The process is not simply a means of evaluating program efforts, but a vehicle for making needed improvements in services as identified by administrators, teachers, students, parents, school board members and other community members. To be a viable vehicle for staff development and school improvement, the process must be conducted efficiently and take into account the unique characteristics of each school and community. It is suggested that the process be implemented in three cycles. During the first cycle the planning team completes the entire process and develops action plans for improving several best practices in the following year. During the second cycle the team implements and evaluates progress on the action plans. At the end of the second cycle the team decides to continue with the current action plans for the third cycle and/or select additional items to add to the action plans. At the end of the third cycle, the team assesses progress on all action plans and initiates the entire process again. The major tasks to be completed in the *School Planning Team Process* are depicted in a flowchart in Figure 1. Each box of the flowchart represents a major task to be completed by the team. The boxes are numbered to correspond with the following descriptions of each task.

Task 1 Establish the School Planning Team

? **Who should be on the planning team and how can productive meetings be facilitated?**

The *School Planning Team Process* is intended for use by a team of persons representing all of the school's constituents. For example, administrators, general and special educators, related service providers, support staff, students, parents, school board members and other interested community members should all be

Figure 1
The School Planning Process

1 Establish the School Planning Team

2 Review the Most Current Best Practice Guidelines

3 Tailor the School Planning Process to Meet the Needs of the School

4 Gather and Summarize Information on the Level of Agreement and Need for Improvement of Best Practices from School Administrators, Staff, Students, Parents, and Community Members

6 Select and Prioritize Best Practices to be Improved

5 Incorporate Information from Individual Student Planning Teams into the Selection Process

7 Develop Action Plans

8 Develop System Change, Policy/Procedure Change and Inservice Training Summary Worksheets

9 Coordinate the Implementation of Action Plans and Worksheets

10 Assess Progress on Action Plans and Select Additional Best Practices for Improvement

Second Cycle

Third Cycle

invited to take part in the planning process. *The School Planning Team Management Plan* (Figure 2) can be used to identify team members and to assist the team to address several specific team management issues. Issues addressed by the form are: the best day of the week, time and location for meetings; how childcare can be provided so that team members can be supported to attend meetings; and ways that the team can extend beyond itself to other school staff, parents, students, and community members throughout the planning process.

Optimal team size is between seven and ten individuals. However, larger teams (up to 16 people) have successfully completed the process. As team size increases, the time individual team members have to express their views at meetings is reduced. With larger teams it is useful to break the team into smaller groups (e.g., 4 to 5 persons) to discuss issues or to brainstorm possible solutions to problems. In order to keep team meetings to a reasonable length of time (maximum of 2 hours) and to give everyone time to express themselves, it is important to use collaborative teaming skills. The setting of team goals at the beginning of the teaming process and use of a *School Planning Team Meeting Worksheet* (Figure 3) has been helpful to many teams. Teams should identify a facilitator, timekeeper and recorder for each

Figure 2

School Planning Team Management Plan

School _____ Year: _____

School Planning Team Members (name/address/phone number)
Administrators

School Board Members:

School Staff:

Students:

Parents:

Other Community Members

When and where will the School Planning Team meet?

Day of Week _____
Time: from _____ to _____
Location _____

Will Team members require childcare in order to attend meetings? Yes ☐ No ☐
If yes, how will the issue of childcare be addressed by the team?

How will the Team keep others informed and solicit input throughout the planning process?
School Staff _____
Students _____
Parents _____
Community Members _____
School Board _____

Figure 3

School Planning Team Meeting Worksheet

School _____ Date _____

Team Members Present:

Team Members Absent: Information Backup

Roles:	For This Meeting:	For Next Meeting:
Facilitator		
Recorder		
Timekeeper		
Encourager		

Agenda for this meeting: Time Limit
1.
2.
3.
4.
5.

Agenda for the Next Meeting: Next Meeting Date:
1.
2.

meeting, set an agenda with time limits for agenda items and stick to the agenda and time limits as much as possible. All team members should be responsible to each other for completing group tasks, helping each other to participate in planning, and being comfortable with each other and the process. Information on collaborative teaming is described in **Chapter 5: Collaborative Teaming**.

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Task 2 Review the Most Recent Best Practice Guidelines

How can the School Planning Team become familiar with best practices?

The *Best Practice Guidelines* will be reviewed and updated regularly by the Vermont Department of Education and the Center for Developmental Disabilities at the University of Vermont to insure that the best practice statements remain current with advances in the field of education for all students, including those with intensive educational needs. The *School Planning Team* should determine that they are using the most current set of best practice statements and surveys prior to initiating the school planning process. Time should be spent reviewing and discussing best practice statements to insure that all team members understand their meaning and purpose.

Task 3 Tailor the School Planning Process to Meet the Needs of the School

How can the process be tailored to meet the unique needs of each local school?

The planning team should first review the *School Planning Team Process* described in this chapter. Next the team determines the tasks they will use to complete the process and fills out the *Tasks to Be Completed* worksheet depicted in Figure 4. The worksheet provides a means for teams to tailor the planning process to their unique needs and timelines. To complete the worksheet the team determines how, when and by whom each task will be addressed and when the team will meet to review progress and make modifications to the process.

Figure 4

Tailoring the School Planning Team Process · Tasks To Be Completed

School: Date:

Task	How will the task be addressed?	When? By whom?	Date of next meeting
Establish the School Planning Team which represents all constituents of the school.			
Review the most current Best Pactice Guidelines.			
Tailor the School Planning Process to meet the needs of the school.			
Gather and summarize information on the level of agreement and need for improvement of best practices from school administrators, staff, and students, parents, and community members.			

Task 4 Gather and Summarize Information on the Level of Agreement and Need for Improvement of Best Practices from School Administrators, Staff, Parents, Students, and Community Members

How can information about best practices be gathered from school administrators, staff, students, parents, and community members?

Information can be gathered many different ways. The use of the *Best Practice Survey*, however, has been found to be an efficient way to gather information from a large number of persons in a relatively short period of time. A portion of the *Best Practice Survey* is depicted in Figure 5. The survey involves respondents making three responses for each statement. Respondents indicate if they agree with a best practice by circling **I Agree, I Disagree** or **I'm Undecided.** They indicate a need for improvement on the best practice in their school by circling **High Need, Medium Need, Low Need.** or **Don't Know.** Finally, they indicate if a best practice is a priority for improvement, for whatever reason, by checking the box in column ✓ **if a priority.** The results of the survey are most accurate when respondents have knowledge of the best practices. Ideally, the *Best Practice Survey* should not be administered without respondents having an opportunity for training and discussion on them prior to or during the administration of the survey. The survey takes between fifteen and thirty minutes to complete.

Figure 5

BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS	Need for Improvement in Our School				✓ if a Priority
SCHOOL CLIMATE AND STRUCTURE					
1. The school's philosophy statement and objectives should be developed by administrators, staff, students, parents, school board members and other community members and should reflect the school's commitment to meeting the individual needs of all students in age-appropriate integrated school and community settings. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
2. The school's climate should be established by administrators, staff, students, parents school board members and other community members and should promote respect for individual differences among students, encourage the development of positive self-esteem, establish high achievement expectations for all students, and encourage the development of caring personal relationships among students and staff. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
3. The school's code of conduct for students and staff should be established by administrators, staff, students, parents, school board members and other community members and should emphasize positive behavior, be applied in a consistent, fair manner, and take into account the unique needs of individual students. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
4. The school should provide ample opportunities for students, staff, parents, administrators, school board members and other community members to be recognized for their accomplishments, including helping others. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students should be clearly delineated by administrators, staff, students, parents, school board members and other community members. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
6. The school's professional development process should be developed by administrators, staff, students, parents, school board members and other community members and should include inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) should be developed by administrators, staff, students, parents, school board members and other community members and should be available to all students and staff. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

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It should be noted that the responses to the **Need for Improvement in Our School** column are interpreted differently depending on whether or not the respondents agree with the best practice. If respondents agree w.'h the practice, circling high need would indicate that they feel the practice is not available in the school or if available is in much need of improvement. Circling low need indicates that the respondents feel the practice is adequately addressed in their school. On the other hand, what if respondents disagree with the practice and indicates low need for improvement? This may mean that they do not value the best practice and there is little need to improve on it regardless of how available it is in the school.

⁇ How can survey responses be summarized?

The *Survey Summary Chart* summarizes information gathered from the *Best Practice Survey* in a format which highlights practices which have high levels of support among school staff and are in need of improvement. The *Survey Summary Chart* is useful for summarizing survey information for presentation to school staff, administrators, parents, and the school board. When used in conjunction with the *Best Practice Selection Worksheet*, described in a later section, the *Survey Summary Chart* can help in the selection of statements for improvement.

The *Survey Summary Chart* depicted in Figure 6 summarizes the following information.

1. The percentage of respondents who answered **I Agree, I Disagree** and **I'm Undecided** for each best practice.

2. The percentage of respondents who answered **High Need, Medium Need, Low Need,** and **Undecided** to the need for improvement of each practice.

3. The number of persons that identified each practice as a priority.

The **I Agree** responses to each statement and **High Need** responses may be color-coded to allow for quick scanning of items. Practices with high levels of agreement and need (90% to 100% of respondents answering **I Agree** and **High Need**) might be coded red (hot item). Practices with a moderate level of agreement (50% to 89%) might be coded green (cool item) and practices with a level of agreement under 50% might be coded blue (cold item).

Figure 6

Best Practice Survey Summary Chart

	Level of Agreement with Indicator	Level of Need for Improvement in Our School	# of Priority ✓s
SCHOOL CLIMATE AND STRUCTURE			
1. The school's philosophy statement and objectives should be developed by administrators, staff, students, parents, school board members and other community members and should reflect the school's commitment to meeting the individual needs of all students in age-appropriate integrated school and community settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
2. The school's climate should be established by administrators, staff, students, parents school board members and other community members and should promote respect for individual differences among students, encourage the development of positive self-esteem, establish high achievement expectations for all students, and encourage the development of caring personal relationships among students and staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
3. The school's code of conduct for students and staff should be established by administrators, staff, students, parents, school board members and other community members and should emphasize positive behavior, be applied in a consistent, fair manner, and take into account the unique needs of individual students.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
4. The school should provide ample opportunities for students, staff, parents, administrators, school board members and other community members to be recognized for their accomplishments, including helping others.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students should be clearly delineated by administrators, staff, students, parents, school board members and other community members.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
6. The school's professional development process should be developed by administrators, staff, students, parents, school board members and other community members and should include inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) should be developed by administrators, staff, students, parents, school board members and other community members and should be available to all students and staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

[?] How can we address the needs of individual students in the planning process?

If the school has working *Individual Student Planning Teams* for one or more students with intensive needs (see Chapter 4) information about best practice availability for these students should be gathered from each team and incorporated into the *School Planning Team Process.* Prior to developing an individual student's plan the team completes Part I of the *Best Practice Checklist for Individual Students* (Figure 7) by selecting which best practices are most important to the student's success within the school and community. After planning, the team completes Part II of the checklist by indicating which selected practices could not be incorporated into the student's program. The team then completes Part III by making recommendations for increasing the availability of those practices within the school/community. The practices which are needed by students with intensive needs but are not adequately available, should be highlighted during the best practice selection process described on the next page.

Figure 7

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

Student _____ Date (Part I) _____ Date (Part II&III) _____

	Important to Student's Program	Practice *Not Adequately* Incorporated into Student's Program
SCHOOL CLIMATE AND STRUCTURE	Part I	Part II
1. The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate regular education and community settings.	⊐	⊐
2. The school's climate is established by administrators, staff, students, parents school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff.	⊐	⊐
3. The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students.	⊐	⊐
4. The school provides ample opportunities for students, staff, administrators, parents, school board members and other community members to be recognized for their accomplishments, including helping others.	⊐	⊐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students are clearly delineated by administrators, staff, students, parents, school board members and other community members.	⊐	⊐
6. The school's professional development process is developed by administrators, staff, students, parents, school board members and other community members and includes inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.	⊐	⊐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) is developed by administrators, staff, students, parents, school board members and other community members and is available to all students and staff.	⊐	⊐

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How can the team select and prioritize best practices for improvement?

This task in the planning process involves the completion of the *Best Practice Selection Worksheet* and results in a prioritized list of best practices in need of improvement. When selecting practices for improvement it is important to consider the level of support for the practice as well as the possible barriers to best practice achievement. The more support there is for a practice among school staff, administrators, students, parents and other community members, the more likely improvements in the practice will be achieved. When support for a practice is low, minimal improvement may be expected unless efforts to increase support for the practice are launched. Two strategies to increase support for a best practice include providing more information on the practice and its benefits, and creating incentives for implementing a practice (e.g., reduced class size for teachers working with students with intense needs).

The first step in completing the *Best Practice Selection Worksheet* is to identify practices to be **considered** for improvement during the next two planning cycles. At least 10 practices should be initially identified. As each practice is identified the small box on the worksheet located in the column titled **Select** should be checked (see Figure 8). After all of the practices have been considered, complete the ratings (as described below) and assign a priority ranking for each best practice.

1. Categorize the Possible Changes Needed: Circle **P** if policy changes are needed to improve the practice's availability. Circle **S** if service delivery system changes are needed for improvement (e.g., reallocating teacher time, changing job roles, hiring additional staff, arranging team meeting time during school hours, initiating a community-based training program). Circle **T** if training is needed to develop or implement the changes.

2. Determine Priority Ranking: Based upon the information gathered through the surveys and the estimation of the types of changes needed, each practice should be ranked from the most important practice to target for improvement (1= highest ranking) to the least important. If several practices carry equal importance, they may be assigned the same ranking. It is recommended that at least 10 statements be ranked.

Once best practices have been assigned a priority ranking, three or more practices should be selected for improvement during the remainder of the current cycle and for the second cycle of the process. The exact number of practices selected will depend upon the perceived difficulty of improving the practices and the amount of staff time allotted for their improvement. The initial selection should include some practices which can be achieved relatively quickly and easily to ensure that staff, students, parents and other community members experience success in using the *School Planning Team Process.* The practices selected should be approved by the school board, school staff and interested parents and other community members prior to beginning the next task in the process.

Best Practice Selection Worksheet — Figure 8

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

	Selected (✓ Box)	Changes Needed	Priority (1 = Highest)

SCHOOL CLIMATE AND STRUCTURE

1. The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate regular education and community settings. ☐ S P T ____

2. The school's climate is established by administrators, staff, students, parents school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff. ☐ S P T ____

3. The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students. ☐ S P T ____

4. The school provides ample opportunities for students, staff, administrators, parents, school board members and other community members to be recognized for their accomplishments, including helping others. ☐ S P T ____

5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students are clearly delineated by administrators, staff, students, parents, school board members and other community members. ☐ S P T ____

6. The school's professional development process is developed by administrators, staff, students, parents, school board members and other community members and includes inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring. ☐ S P T ____

7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) is developed by administrators, staff, students, parents, school board members and other community members and is available to all students and staff. ☐ S P T ____

S = Systems   P = Policy or Procedures   T = Training

Task 7   Develop Action Plans

[?] How do we develop plans for best practice improvement?

The development of action plans is a critical task since it forms the basis for improving best practices. A separate action plan should be developed for each best practice selected for improvement. Each action plan should include the following four components (refer to Figure 9 for a sample action plan):

1. A listing of the **Best Practices** to be improved;

2. A listing of **changes in school service delivery system** needed to improve the practice;

3. A listing of **changes in school policy or procedures** needed to improve the practice; and

4. A listing of **training needs** (e.g., for staff, students, the community) in order to improve the practice.

The action plans should be written to address changes to be made during the remainder of the current cycle and for the second and third cycles as well. In other words, action plans should address changes that the team wishes to make by the end of the third cycle. If a cycle takes the school one year to complete, then the action plans will cover two years (the second and third years of the process).

Figure 9
Sample Action Plan

Area: Collaborative Planning

Best Practice Statement: *The school provides time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services and to provide time for consultation, support and technical assistance.*

Changes in Service Delivery (Systems Change)	Changes in Policy or Procedures (Policy Change)	Training Needs (Staff, Students, Community)
Identify teams of 4 to 6 integrated staff.	Develop descriptions of planning teams including roles and responsibilities.	Collaborative Teaming.
Structure school day to allow for team meetings.		Provide information to school board regarding the need for teams and how they function.
Restructure caseloads of special education and Chapter I.		Visit other schools. Have them come talk to us.
Early release time for training.		
Volunteer enrichment programs.		
Make use of Monday afternoons not currently utilized for planning.		

From the School Improvement Plan (1991) of Union School, Montpelier, Vermont

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> ## Task 8 Complete Systems Change, Policy/Procedure Change and Inservice Training Summary Worksheets

How can we coordinate action plans with other school planning activities which are ongoing within the school?

Once action plans have been developed for individual best practices, the *School Planning Team* should summarize the information in a format that facilitates the school's coordination of all the systems change, policy change, and training activities. For example, if the school has an existing inservice training committee, a summary of all training activities should be shared with this committee. A school's administrative planning team should have a summary of all the systems and policy/procedure change activities.

The summarization can be accomplished by: a) listing all the systems change activities from each action plan on the *Systems Change Summary Worksheet*, b) listing all the policy or procedural change activities on the *Policy Changes Summary Worksheet*, and c) listing all the training activities on the *Training Activities Summary Worksheet*. As illustrated in Figures 10 and 11, the *Systems Change* and *Policy Change Worksheets* list all the changes from each action plan and specify the best practices addressed, the type of change(s) needed, the steps to be taken to initiate change, persons responsible for initiating the change, and expected completion dates.

The *Training Activities Summary Worksheet* (Figure 12) should specify the practices addressed, the target audiences, the training objectives for each audience, the trainers for each topic, the time/location/format for training, the expected measurable outcomes of training, and the expected completion dates.

Figure 10
Sample Systems Change Summary Sheet

Proposed Systems Change	Best Practices Impacted	Steps to Initiate Change	Person(s) Responsible	Project Completion Date
Identify teams of 4 to 6 teachers	2,4,7,8,27,41	Gain board approval	Principal	3/91
		Identify teams with faculty	Team	4/91
Structure school day to allow for team meetings		Gain board approval	Principal	3/91
		Develop schedule with faculty	Team	4/91

Figure 11
Sample Policy Change Summary Sheet

Proposed Policy/Procedure Change	Best Practices Impacted	Steps to Initiate Change	Person(s) Responsible	Project Completion Date
Develop descriptions of planning teams including roles and responsibilities	2,4,7,8,27,41	Identify teams with faculty	Team	3/91
		Develop descriptions	Team	4/91
		Gain board approval	Principal	6/91

Figure 12
Sample Training Activities Summary Worksheet

Training Objective	Best Practices Impacted	Audience and Trainers	Time Location Format	Expected Outcomes	Date Completed
Staff, students and parents will be trained in collaborative teaming strategies	1,2,3,4,5,6, 7,8,10,15, 18,44,45,46, 47,48,49,50	Administrators Teachers Support Staff Students Parents Community (Trained in groups of 20) **Trainer:** Mr. Nice	5:30 3/1 7:30 3/15 3:30 4/2 7:30 4/13 School library Large group presentation Small group practice	Understand importance of collaborative teaming Ability to team using agenda format, shared roles, and common goals	4/30/91

Task 9 Coordinate the Implementation of Action Plans and Worksheets

How can the plans of several schools within the school district be coordinated?

The summary worksheets may also be used to facilitate the coordination of changes and training activities at the school district and regional levels. While it is most appropriate to conduct the *School Planning Team Process* at the school building level, it may be equally important to develop or finalize plans at the district level to ensure that efforts of individual schools are coordinated and no unnecessary duplication occurs. For example, if six schools within a district indicate that staff training is needed in the area of collaborative teaming, that training could be arranged for the entire school district rather than on an individual school basis. If several schools

need the assistance of a specialist in educating students with severe disabilities, the district may decide to employ one specialist to serve several schools.

It may be advantageous to coordinate and implement some elements of the change plans on a regional level. For example, when attempting to access needed expertise in remote regions where the population of students with intensive educational needs is low, school districts can collaborate to hire hearing and vision specialists, occupational and physical therapists, behavior specialists, job trainers, or employment placement specialists.

Timelines for planning activities within each school may need to be coordinated at the school district or supervisory union level. School district administrators may wish to develop a general timeline with target dates for the completion of major steps in the process which allows for the coordination of individual school plans. This general timeline can be used by each school administration to develop a more specific timeline for a particular school. In this way, timelines can be generated which will take into consideration priorities and time constraints of individual schools, as well as the school district needs. A sample coordinated timeline is presented in Figure 13.

Figure 13
Sample Coordinated Timeline

By October 1 (Year 1)
1. Present the best practice guidelines and an overview of the school planning process to the school staff, students, parents and community members.
2. Establish a *School Planning Team* in each school.
3. Tailor the school planning process to meet the needs of each school.

By January 1 (Year 1)
    Each school will:
1. Identify staff, parents and community members to be surveyed.
2. Conduct *Best Practice Surveys*.
3. Tabulate survey results.
4. Complete *Survey Summary Chart*.

By March 1 (Year 1)
    Each school will:
1. Gather information from *Individual Student Planning Teams* operating within the school (if any).
2. Complete the *Best Practice Selection Worksheet*.
3. Select best practices for improvement for the next 2 years.
4. Develop action plans and summary worksheets for the selected practices.

By March 15 (Year 1)
    Completed action plans and summary worksheets will be delivered to the school district administration.

By April 15 (Year 1)
    The school district administration will review the action plans and summary worksheets, develop a district-wide action plan, allocate necessary resources to complete the action plans, and develop a schedule for action plan implementation.

By May 20 (Year 2)
1. Results of in-service training, policy change and/or systems change completed to date will be evaluated.
2. Each school will assess progress on statements targeted for improvement.

Task 10 Assess Progress on Action Plans and Select Additional Best Practices for Improvement for the Following Year

[?] How do we continue to make progress from year to year?

On at least a yearly basis, the planning team should evaluate what progress has been made on the targeted policy and systems changes as well as training activities. The team should decide whether each action plan has been completed to the point where it need no longer be addressed. If action plans are completed by the end of the second year, additional plans and worksheets can be developed for the third year. The team should go back to the *Best Practice Selection Worksheet* completed during the first cycle of the process and select additional practices to improve. At least every 3 years the school should do the entire school planning process over again (re-prioritize best practices in need of improvement).

Summary Chart

Forms for Completing Each Task in the School Planning Team Process

1 Establish the School Planning Team

School Planning Team
   Management Plan
School Planning Team Meeting
   Worksheet
Team Member Checklist
Team Goals

2 Review the Most Current Best Practice Guidelines

Best Practice Guidelines

3 Tailor the School Planning Process to Meet the Needs of the School

School Planning Process
   Worksheet

4 Gather and Summarize Information on the Level of Agreement and Need for Improvement of Best Practices from School Administrators, Staff, Students, Parents, and Community Members.

Best Practice Surveys
Best Practice Summary Chart

5 Incorporate Information from Individual Student Planning Teams into the Selection Process

Best Practice Checklist for Individual
   Students

6. Select and Prioritize Best Practices to be Improved

Best Practice Selection Worksheet

7 Develop Action Plans

Action Plan

8 Develop Systems Change, Policy/Procedure Change and Inservice Training Summary Worksheets

Systems Change Summary Sheet
Policy Change Summary Sheet
Training Activities Summary
   Worksheet

9 Coordinate the Implementation of Action Plans and Worksheets

10 Assess Progress on Action Plans and Select Additional Best Practices for Improvement

Action Plans
Summary Worksheets
Best Practice Selection
   Worksheet

❓ What is the Individual Student Planning Team Process?

The *Individual Student Planning Team Process* is intended for use by planning teams to develop programs which maximize participation of students with intensive needs in general education classes and other school and community activities. As described in Chapter 1, students with intensive needs are students identified by their teachers and parents as presenting significant educational challenges to the school. A student need not be eligible for a specific support service (e.g., special education, Chapter 1) to be considered by teachers or parents as having intensive needs and requiring individualized support services. The planning process includes a series of tasks to be accomplished by the student's planning team. Various checklists, forms and surveys have been developed to assist the planning team to complete the tasks. The planning process is depicted in the flow chart in Figure 1. Each numbered box on the chart represents a major task to be completed by the team.

Figure 1

Individual Student Planning Team Process

1 Establish The Planning Team

a. Student Assigned to Age-appropriate Classes

b. Identify Team Membership

c. Facilitation of Family Participation on the Student's Planning Team

d. Development of Teaming Procedures

e. Tailor the Process to Meet the Student's and School's Needs

2 Identify Fundamental Values, The Student's Strengths, Best Practice Needs and Skills to be Taught

3 Complete the Activities Matrix

Are Assigned Classes Appropriate? — No

Yes

4 Determine Support Tasks

5 Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program

6 Transition to Next Grade

The *Individual Student Planning Team Process* is an abbreviated and adapted version of the Individual Program Design (IPD) Series which is available from the Center for Developmental Disabilities at the University of Vermont, Burlington, Vermont 05405.

Task 1 Establish the Planning Team

? How can the Individual Student Planning Team Process be initiated?

Once a student has been identified as having intensive needs, an *Individual Student Planning Team* should be established. Establishing the planning team involves addressing several key issues prior to discussing the student's specific educational strengths and needs. Issues to be addressed include:

a. student assignment to age-appropriate general education classes,
b. identification of team membership,
c. facilitation of family participation on the student's planning team,
d. development of teaming procedures, and
e. adaptation of the process to meet the student's needs.

Task 1a Student Assigned to Age-appropriate Classes

? Does the student have to be assigned to general education classes?

Yes! The *Individual Student Planning Team Process* is designed to support students with intensive needs in general classes. Students should be in the same classes as their peers of a similar chronological age (plus or minus 2 years). If students are assigned to a special classroom or are not currently attending their local schools, the first step in the process is to assign the student to general education classes in their local school.

Task 1b Identify Team Membership

? Who should be on the Individual Student Planning Team?

The *Individual Student Planning Team* should have core and extended team components. The core team is a small group of people (e.g., student, parents, general educators, special educator, speech pathologist) who meet regularly (many core teams meet weekly) to do the majority of the day-to-day planning for the student. The core team is generally madeup of the people who are the most involved with the student on a daily basis.

Extended team membership consists of individuals who are important to the student's educational program and are available to the team as needed (e.g., clinical psychologist, social worker, student's peers). Core and extended team membership will change over time based on the needs of students and the classes/activities in which they will participate. For example, as a student moves from grade to grade different teachers will have to be involved. When transitions to post-school services are being planned, post-school service providers should be included. One function of the planning team is to continuously update team membership based upon student needs.

The *Team Management Plan* (Figure 2) can be used to designate core and

31

39

extended team membership, to facilitate communication among team members and to decide how the team will work together. For more detailed information on collaborative teaming and how to use the *Team Management Plan* refer to **Chapter 5: Collaborative Teaming**.

Figure 2

Team Management Plan

Student _____ Year _____

Core Planning Team Members   **Position**

_____
_____
_____
_____
_____
_____
_____

Extended Planning Team Members   **Position**   **Info. Backup**

_____
_____
_____
_____
_____
_____

When will the the Team meet during the school year?

Core Team:
Day of Week _____
Time_____
Weekly ☐
Every Other Week ☐
Other_____

Extended Team:
Day of Week _____
Time _____
Weekly ☐
Every Other Week ☐
Monthly ☐
Other _____

If additional meetings (core or extended) are needed who will be responsible for arranging them?_____

If the student or his/her parents cannot attend meetings, how will the team keep them informed and solicit their input?

Who is the primary parent contact person?_____

If a teaching assistant is assigned, who is primarily responsible for supervising the assistant?_____

Who is primarily responsible for monitoring the student's:

physical management needs?_____
behavior management strategies?_____
social integration strategies?_____
transitions between activities/classes?_____

? Which general class teachers should be team members?

The core team should include the student's general class teachers. If the student has several teachers (e.g., high school students may have up to seven teachers), one

or two teachers may be designated as core team members. Previous and potential next year's teachers should be included as extended team members to facilitate smooth transitions from one grade to the next. When it is difficult to decide on, for example, a third grade classroom for a student, several third grade teachers may need to be on the team until the matrixing process (Task 3) is completed.

Task 1c Facilitation of Family Participation on the Student's Planning Team

How can we encourage the student's family to participate in the planning process?

One way to facilitate family involvement is to include them from the beginning on the *Individual Student Planning Team* as full team members and decision makers. As full team members, the family is invited to and informed of all team meetings and activities. Family participation at team meetings may be encouraged by designating one team member as a family contact person who meets with the family before the first team meeting and periodically thereafter. The family contact person should be responsible for initially explaining the planning process to the family, obtaining their input on the process and team composition, and encouraging their involvement as team members. The family contact person should arrange a meeting(s) with the family to accomplish the following tasks:

a. Discuss the need for an *Individual Student Planning Team* for their child.

b. Discuss how the individual support team works, what it hopes to accomplish, and how the family can participate.

c. Encourage the family to bring a friend or advocate to team meetings to ease them into the process. When appropriate, the family contact person should suggest names of other parents familiar with the process who could provide support at meetings.

d. Discuss how one goal of the team is to provide support to the family as well as their child through providing *Family Information and Referral Services*.

e. Secure family input on the *Individual Student Planning Team Process* for their child, the composition of the core and extended team, and how they would like to be involved.

f. Facilitate the family discussing selected fundamental values that guide educational program development for all students and identifying the values which the family would like the team to give special consideration to in the development of their child's program.

g. Facilitate the family discussing and selecting high priority education goals for their child.

What are Family Information and Referral Services?

The purpose of *Family Information and Referral Services* is to assist families to access informal support networks and connect them with community resources (e.g., daycare services, recreation programs, counseling, respite care, vocational rehabilitation, mental health). In order to provide *Family Information and Referral*

Services, the school should consider developing a community resource guide which lists generic family needs and identifies potential people and agencies to contact to address those needs. Assistance accessing resources should be available to all families whose children attend the school.

The *Individual Student Planning Team* should address families' questions, concerns and needs in areas related to their child's educational program (e.g., facilitating communication skill development, managing behavior, encouraging more independence in self-care at home). However, some families have other needs which can best be addressed by accessing available community services. Upon the families request, the *Individual Student Planning Team* should assist them in identifying needs and/or connecting them to community resources which can address specific family needs.

How can the family contact person facilitate the family's identification of values which they want the team to give special consideration to in their child's program?

The *Fundamental Values Worksheet* should be reviewed with the student and her family. This worksheet and how to use it are described in detail in a later section. During the review, the family contact person should facilitate the family discussing each value area. The family can add other value areas which they want the team to focus on. If the family will be attending the first team meeting, they should be encouraged to prepare for the meeting by thinking about value areas on which they would like the team to focus. If the family will not be attending the meeting, they should be asked to fill out the worksheet and/or discuss priority value areas with the family contact person so their priority areas can be shared with other team members.

How can the family contact person facilitate the family's selection of skills to be taught to their child?

The *Skills to Be Taught Worksheet* should be reviewed with the student and her family. This worksheet and how to use it are described in detail in a later section. During the review the family contact person should facilitate the family discussing the student's strengths and needs in relation to each skill domain. The family can add other skill areas which they want the team to focus on. If family members will be attending the first meeting, they should be encouraged to prepare for the meeting by thinking about which domains and skill areas are highest priorities for their child. If family members will not be attending the meeting, they should be asked to fill out the worksheet and/or discuss priority domains and skill areas with the family contact person so their priority skill areas and domains can be shared with other team members.

Task 1d Development of Teaming Procedures

How do we become an effective team?

Two important tasks the core team should address early in the process are the setting of team and individual team member goals and the identification of the procedures that will be used to facilitate efficient and productive meetings. In order to use time effectively (some teams meet for as little as 30 minutes at a time), teams have utilized a *Team Meeting Worksheet* (Figure 3) to keep meetings on task and

improve the collaborative nature of the team. The *Team Meeting Worksheet* provides teams with a format for keeping track of who is at each meeting, identifying information backups for absent members, specifying team member meeting roles, delineating agenda items with time limits, keeping minutes, and assigning tasks to team members. For more detailed information on goal setting and on how to use the *Team Meeting Worksheet* refer to **Chapter 5: Collaborative Teaming**.

Figure 3

Team Meeting Worksheet

Student _____   Date _____

Team Members Present:

_____

_____

_____

Team Members Absent: Information Backup

_____

_____

Roles:	For This Meeting:	For Next Meeting:
Facilitator		
Recorder		
Timekeeper		
Encourager		

Agenda for this meeting: Time Limit
1.

2.

3.

Agenda for the Next Meeting: Next Meeting Date _____
1.

2.

Minutes	Task	Person(s) Responsible	Completed By (Date)

Task 1e   Tailor the Process to Meet the Student's and School's Needs

How can the planning process be adapted to meet the unique needs of the student and school?

Another important task to be completed at the first team meeting is a core team review of the planning process outlined in this chapter to determine how the process might be adapted to meet their needs. For example, the team may decide to work on some tasks concurrently, eliminate some tasks and/or add tasks. After the team determines the tasks necessary to complete the process, it can fill out the *Adapting the Student Planning Process* worksheet depicted in Figure 4. Completing

the worksheet involves the team checking tasks to be completed, crossing off tasks that the team will not address and adding additional tasks as necessary.

Figure 4

Adapting the Student Planning Process

✓ Tasks to be completed. Cross out tasks which the team will not complete. List additional tasks the team will complete.

Task 1 Establish the Planning Team

    a. Student Assigned to Age-appropriate Classes ☐

    b. Identify Team Membership ☐

    c. Facilitation of Family Participation on the Student's Team ☐

    d. Development of Teaming Procedures ☐

_____

_____

_____

Task 2 Identify Fundamental Values, the Student's Strengths, Best Practice Needs and Skills to be Taught

    Identify Fundamental Values ☐

    Identify Students Strengths and Educational Needs ☐

    Identify Skill Areas to Be Taught ☐

    Identify Best Practice Needs ☐

_____

_____

_____

Task 3 Complete the Activity Matrix ☐

_____

_____

Task 4 Determine Support Tasks ☐

_____

_____

Task 5 Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program

    Monitor Progress ☐

    Evaluate Best Practice Availability ☐

_____

Task 6 Transition to Next Grade ☐

_____

_____

? **How can the team identify fundamental values to address in the development of the student's program?**

Value judgements are involved in educational program development for all students. Each goal selected for a student implies a very real cost in terms of time and resources that can be devoted to other, perhaps equally or more important, goals. Since each decision represents a cost, it is very important that the student's and her family's values are represented in the decision-making process. The values of the student and family are not only important to making good decisions, but also to whether goal attainment and skill acquisition have effects outside of the school's program.

The *Fundamental Values Worksheet* in Figure 5 depicts selected areas the team should attend to in overall program planning for all students. The value areas are partially based upon a study by Giangreco, Cloninger, Yuan & Ashworth (1991) on parent-derived high priority needs of students with intensive needs. Other areas should be added on the basis of the student's needs and at the discretion of the family and other team members. Through discussing the value areas in relation to a particular student's strengths and needs, a framework for selecting goals/skills and designing activities for the student can be developed. Selecting areas to which the team should pay particular attention provides a greater focus for the team's efforts. For instance, if the area of social acceptance/friendships is selected, the team should select goals/skills and design activities for the student which maximize opportunities to learn and practice social skills and develop friendships. Priority areas can be designated by either checking the box after the area or assigning each box a number with the highest priority being assigned the number one, the second priority being assigned the number two, and so on. The team should discuss and determine which system best meets their needs.

Figure 5

Fundamental Values

Student _____   Date _____

Each of the value areas listed below should be an integral part of every student's educational experience. We will attempt to insure that the selected value areas are incorporated into every activity and experience that the student engages in as a part of his educational program.

Select (✓) Up to Three Value Areas Which are of Particular Importance to This Student:

Academics ☐ *Comments:*

_____

Social Acceptance/Friendships ☐ *Comments:*

_____

Health/Safety ☐ *Comments:*

_____

Self-Concept/Self-Esteem ☐ *Comments:*

_____

Choice Making ☐ *Comments:*

_____

Self-Control/Self-Management ☐ *Comments:*

_____

Inclusion in Integrated Activities ☐ *Comments:*

_____

Other (Specify):

How can the team determine the student's strengths and educational needs?

First the team must determine the areas, if any, for which the student requires an assessment of strengths and educational needs. If the student is well known to the team or has had a recent assessment, further assessment may not be necessary at this time.

There are four basic information gathering procedures for assessing student strengths and needs. These procedures include review of previous records, interviews, observational assessments and training-based assessments. Each procedure has both strengths and weaknesses and must be used in combination to obtain the most accurate information. Typical steps in an information gathering process are to first review the student's records and then to conduct interviews to check their accuracy and to obtain additional information. Next, observational assessments and training-based evaluations are conducted to fill in remaining information gaps.

There are two types of observational assessments, elicited and non-elicited. Both types should be used to determine student strengths and needs. Non-elicited observational assessment can also be used to assess social validity and student performance as a function of environmental variables. **Elicited Observational Assessment** evaluates the on demand performance of students when they are given specific instructions to perform the skill of concern. **Non-Elicited Observational Assessment** evaluates the student's ability to self-initiate skill performance when not given specific instructions to perform the skill.

Training-based assessment involves providing instruction and assessing the student's performance during and after instruction. Students should be provided training-based assessments to determine learning styles, needed instructional adaptations, and learning rates.

Figure 6, the *Student Assessment Worksheet*, provides the team with a means to identify areas to be assessed, assessment techniques and instruments, persons responsible, and timelines for completing the assessment.

Figure 6

Student Assessment Worksheet

Student _____   Date _____

	Areas To Be Assessed	Person(s) Responsible	To Be Completed By
Review of Records			
Interviews (specify instrument) Parents -			
Current Teachers (list persons and instruments) 1. 2. 3.			
Past Teachers (list persons and specify instruments) 1. 2. 3.			
Others (list persons and specify instruments) 1. 2.			
Observational Assessments Elicited (list specific instruments) 1. 2. 3. 4. 5.			
Non-elicited Classroom ☐ Cafeteria ☐ Playground ☐ Home ☐ Other (list) 1. 2.			
Training-Based Assessments (describe):			

❓ How can the team select skills to be taught to the student?

It is important to make a distinction between priority skill areas and annual and short term goals and objectives. Priority skill areas can take more than one year to accomplish and should be selected because they will facilitate students meeting critical environmental demands, such as purchasing goods or making and maintaining friendships. Annual or short term goals and objectives, such as counting money or making a grocery list, are often based upon a prediction of what a student will learn in a school year and may be necessary but insufficient for meeting an environmental demand. Ideally, annual or short term goals should be selected because they are necessary for achieving expertise in priority skill areas. When priority skill areas have not been determined for individual students there is not an adequate framework for selecting annual or short term goals and objectives, monitoring student progress, and facilitating teachers building on skills students learned in the past within a priority skill area.

The *Skill Areas To Be Taught* worksheet should assist the family and other team members to select priority skill areas for the student. A page from the worksheet is depicted in Figure 7. The entire worksheet covers the following domains: basic communication, language, social relationships/ self management, motor, reading, writing, math, personal care, safety, dining/food, clothing care, home care, money management, school inclusion, vocational, and recreation. The listing of skill areas under each domain helps define what it covers. Team members may add skill areas as necessary.

The first step in completing the worksheet is to determine the student's next major transitions. For example, a student may be entering middle school within the next two years or transitioning to post-school life (e.g., a job, apartment living) four years from now. There may be skills that the student needs to learn in order to be successful within next environments that should be targeted as priority skill areas now.

Figure 7

Skill Areas To Be Taught

Student _____ Date _____
Completed by _____
Next Major Transition(s) _____

Basic Communication   *Priority Domain* ☐

show preferences, indicate more, indicate rejection/protest, indicate wants/needs, initiate socially, respond to social intitations, participate in turn taking, make choices   other:

Language   *Priority Domain* ☐

follow directions, receptive vocabulary, expressive vocabulary, length of utterance, articulation, categories, relational concepts, temporal relations, opposites   other:

Social Relationships/Self Management   *Priority Domain* ☐

prosocial skills (e.g., participation, know feelings, offer assistance, salutations, questioning, praise, cooperative, work/study habits, deal with anger, use self control, follow rules, avoid trouble, say no, make a decision, solve problems), relate information, quality of communication, eye contact, facial expressions, posture, interpersonal distance, physical appearance, hygiene, physical contact, social anonymity, family life, follow personal schedule, create schedule   other:

Motor   *Priority Domain* ☐

oral motor, posture/position, prehension, pointing, manipulation, mobility   other:

Reading   *Priority Domain* ☐

survival words, signs or labels, schedules, maps, listings, illustrated advertisements, instructions, forms, books, word attack skills, formal reading programs   other:

Writing   *Priority Domain* ☐

hold pencil, color, trace, copy, write single letters, write numbers, write words, write thoughts, write paragraphs, write stories, book reports, research reports   other:

The next step in completing the worksheet is for the team to discuss the student's strengths, value areas, transition and other needs as related to each skill domain. Priority domains can then be designated by either checking the box after the domain or assigning each box a number with the highest priority being assigned the number one, the second highest priority being assigned the number two, and so on. Next the team can select high priority skill areas in each priority domain by either underlining one or more of the listed skill areas or writing in additional skill areas.

How can the team incorporate best educational practices into the student's plan?

To facilitate incorporation of best practices (refer to Chapter 1) into an individual student's plan, the team should complete Part I of the *Best Practice Checklist for Individual Students* (Figure 8) prior to developing the plan. The team can use the worksheet to select which best practices are **most** important to the student and family. As will be described later, the team should complete Parts II and III of the checklist after the student's plan has been implemented.

Figure 8

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS Student _____ Date (Part I) _____ Date (Part II&III) _____	Important to Student's Program	Practice Not Adequately Incorporated into Student's Program
	Part I	Part II
SCHOOL CLIMATE AND STRUCTURE		
1. The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate regular education and community settings.	☐	☐
2. The school's climate is established by administrators, staff, students, parents, school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff.	☐	☐
3. The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students.	☐	☐

Task 3 Complete the Activities Matrix

What process can we use to determine which student needs can be met through each general class activity?

The *Activities Matrix* depicted in Figure 9 is a tool for assisting teams in addressing student needs through general class activities. At this point the team should complete the vertical column labeled **Skill Areas** by listing each selected priority skill area. It must be noted that all selected priority skill areas will be considered for instruction during the first year. However, it may not be possible to address all these priority skill areas within a single school year. Those priority skill areas which are not addressed the first year may be addressed in subsequent years.

In the horizontal row labeled **General Education Activities**, list the regularly scheduled activities for the general classroom or classes to which the student is assigned (e.g., opening exercises, history-lecture, history-discussion, math-large group, math-independent work, library, lunch, recess, transitions between activities). In a later step, this list of activities will be used to generate an individualized student schedule. In order to generate a schedule, adhere to the following conventions:

1. List the activities in the order in which they typically occur.

2. Do not merely list classes. List the major regularly scheduled activities for the class. For example, reading could be a class with two major activities of small

Figure 9
ACTIVITIES MATRIX

Student: Grade: Date:

Alternative Activities Listed by Number / REGULAR EDUCATION ACTIVITIES	Lng. Arts	Math-Lect.	Math Sm.Gp.	Math Id.Wk.	Music	Physical Education	Lunch	Social Stud. Lect.	Social Stud. Sm.Gp.	Other Activities 1. Grocery Shop	Home/Family
Length of Time for Activity	45	10	20	15	45	45	45	20	25	55	
Fundamental Values		✓	✓	✓	✓	✓	✓	✓	✓	✓	
General Ed. Content			✓	✓	✓	✓		✓	✓		
Curriculum Adaptations			✓	✓				✓	✓		
Accommodations						✓					
SKILL AREAS											
Make Choices	X		X	X	X	X			X	X	X
Follow Directions		X	X	X	X	X	X	X	X	X	
Expressive Vocab	X		X		X	X	X		X	X	
Receptive Vocab	X		X			X	X		X	X	
Participaton	X		X		X	X	X		X		
Salutations	X		X		X	X	X		X	X	
Cafeteria Use							X				
Purchase Groceries			X							X	

Skill Areas and General Education Activities depicted in this example are not intended to represent a child's complete program but merely to demonstrate how to fill out an activity matrix.

group instruction and independent work. In this case list in an abbreviated form **read- sm gr** and **read-id wk**. If social studies has major activities of discussion and lecture, list **soc st-dis** and **soc st-lec**. If there is only one regularly scheduled activity or the activities vary significantly from session to session, just list the class.

3. If some major activities occur more than once a day (e.g., recess), list each occurrence.

4. If the activity does not take place daily, indicate the days of the week on which it occurs. For example, if art is on Monday and Wednesday write - **Art M,W**.

5. In the time column under each activity, indicate its length (e.g., 1 hr., 20 min.).

❓ What are the "Other Activities" columns used for?

The columns labeled **Other Activities** are used to address activities other than general class activities needed by the student. Examples of other activities include: a) non-instructional activities which accommodate student needs (e.g., hearing aid checks, taking medication, tube feeding); b) instructional activities which the team has identified as needing to take place in community-based training sites (e.g., grocery shopping, job training); and c) specialized services which do not fit into general education activities (e.g., individual counseling sessions). Each activity and its approximate duration should be listed in the **Other Activity** columns.

❓ How do we select activities to address fundamental values and priority skills?

This section has been written in steps in order for team members to better understand the process of using the *Activities Matrix*. After reviewing the steps the team may decide to merge or simplify them. **Note:** The *Activity Compatibility Plan*, which is described later, should be completed when team members are undecided as to whether or not a student's fundamental value and priority skill area needs can be addressed through an existing general class activity. It may also be used when the team needs a structured process for identifying accommodations and/or adaptations for a class or activity. This plan was developed to be a tool for teaching teams to develop accommodations for students.

Step 1. Consider the first general class activity and determine if any of the fundamental values can be addressed through that activity. If yes, put a check in the box where the activity column and the fundamental values row intersect.

Step 2. Determine whether or not the student will require curriculum adaptations in order to benefit from the content taught through the activity. For example, if the subject is sixth grade social studies, will the student be expected to learn the same content as other students involved in the activity. If not, the team should discuss ways in which the content may be adapted to meet the needs of the student. For example, the student may be expected to learn a sub-set of the content (class has 16 goals, student is to learn 4 of them) or the student may learn different content (class learns to read city map, student learns map of school). The recorder should check or describe selected adaptation strategies on the *Activity Selection Worksheet* (Figure 10). If the team decides that the student will be responsible for learning the same content as other students, check the box where the activity column and the general education content row intersect on the *Activity Matrix*. If the student requires curriculum adaptations, check the box where the activity column and the curriculum adaptations row intersect. If the student will not be learning the general education content, leave both boxes blank.

Step 3. Determine if the student will need accommodations (e.g., the student might need different materials, to take tests orally, peer tutor, to sit in the front of the room) in order for the student to participate. The recorder should make a list of possible accommodations suggested by the team on the *Activity Selection Worksheet*. If accommodations will be required, check on the matrix the box where the activities column and the accommodations row intersect.

Figure 10

Activity Selection Worksheet

Student _____ Date _____

Activity/Class _____

Curriculum Adaptations:

The student will learn all of the general education content. ☐

The student will learn a sub-set of the content. ☐

The student will learn different content from the same content area. ☐

The student will not learn the general education content. ☐

Other adaptations (list):

Specific Skills from Priority Skill Areas to be Addressed:

Accommodations:

Figure 11

Class/Activity Summary Form

Teacher: _____ Activity/Class: _____

Student: _____ Year _____ Quarter: 1st ☐ 2nd ☐ 3rd ☐ 4th ☐

Student's General Education Outcomes:	Week	1	2	3	4	5	6	7	8	9

Items Addressed Each Week (✓)

Priority Skill Area:

Accommodations:

This form was initially developed by Marcy Fox, Integration Facilitator, Essex Junction, Vermont

Step 4. Determine which priority skill areas can be addressed through the activity or during the transition time before or after the activity. In order to make this determination team members need to delineate specific student skill needs within the skill area that could be addressed through the activity. For example, if Participation was selected as a social communication skill area, specific participation skills or routines (e.g., appropriately initiates interactions, asks for help) that could be addressed through the activity need to be determined. The recorder should make a running list of specific skills generated by the team on the *Activity Selection Worksheet.* If a priority skill area can be addressed through the activity, check the box where the activity column and the priority skill area row intersect.

Step 5. Decide whether the student will take part in the activity. If the team decides that the student will not take part in an activity, draw a line through the activity name.

If the team decides that the student will take part in the activity, the team must determine which initial general education outcomes, priority skills and accommodations will be addressed through the activity. Review the *Activity Selection Worksheet,* and add and delete specific skills, curriculum adaptations or accommodations until the team has come to consensus on which skills will be addressed and which curriculum adaptations and accommodations will be made during the activity. Next, if the team has determined that the student should learn at least some of the general education curriculum content, the team should identify some initial outcomes (e.g., read a map of the school, identify five basic food groups, count to 20) for the student. This information may now be written on the *Class/Activity Summary Form* (see Figure 11). This form provides the teacher responsible for the activity/class with a record of the skills that the student should be learning during the activity/class. At the end of each week, the teacher can check those outcomes or skills that were addressed during the week. This can assist the team to keep track of which skills are being taught or practiced across classes/activities. As general education units or themes change throughout the school year, additional general education outcomes can be added to the form. Each class/activity form should be reviewed and revised at least quarterly by the team. This form can also be used to monitor progress on specific skills (see **Task 5: Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program**).

Step 6. Repeat this process for each **General Class** and **Other Activity**.

What is the Home/Family column used for?

The **Home/Family** column is used to indicate student fundamental values and priority skill areas that will be addressed through activities in the student's home. Consider each skill area and determine if one or more home activites will be used to teach, generalize, or maintain the skill area through school staff providing direct instruction or consultation and training to the student's family. If the activity will be a school supported activity, put an X in the box intersecting the **Home/Family** column and the skill area row.

How do we fit in the "Other Activities"?

At this point in the process the team has determined which general education activities/classes the student can participate in. Since a student cannot attend all of the general class activities and participate in other activities such as grocery shopping in the community, the team must make choices between general class

activities and other activities. If one or more general class activities were crossed off by the team, these activities can be replaced with other activities. For example, if the team decided that few of the student's priority skill areas could be accomplished during a 45 minute history lecture period, this period could be used to teach the student to use the corner grocery store. This decision can be indicated on the matrix by assigning a number to each other activity (e.g., 1. grocery shopping) and writing the number above one of the crossed out general class activities in the **Alternative by Number** row. To fit all critical other activities into the student's schedule, additional general class activities may need to be crossed off or some of the other activities eliminated. The planning team may have to make some difficult choices between general class activities and other activities. The values framework developed for the student's program and the student transition needs should provide a basis for making these choices. By the end of this task, all general class activities, other activities and home activities in which the student will participate should have been identified.

What if the team decides that the student's assigned classes are not appropriate for the student?

If, after completing the *Matrix* and *Activity Compatibility Plans*, the team decides that the class assignment is not the most appropriate for the student (e.g., most general class activities are crossed off, or at a secondary level one or more classes are deemed inappropriate) the team should recommend that the student's classroom/class assignments be changed. A *Matrix* may be completed for each alternative general education classroom or class to determine which would be most beneficial to the student.

What is the Activity Compatibility Plan?

The *Activity Compatibility Plan* provides a structured process for identifying accommodations and/or adaptations for a class or activity. The form (Figure 12) provides a vehicle for team members to consider the following:

1. the outcomes of the activity for the class or group and whether or not those outcomes would benefit the target student;

2. the outcomes for the target student and whether or not those outcomes are regularly used or practiced by students during the activity or class;

3. the current arrangement of the activity (e.g., large group, small group-teacher directed, independent work), the type of arrangement best suited to the student, and whether changes in arrangements would be necessary to include the student in the activity;

4. the current teaching methods used in the activity, teaching methods necessary for teaching the student, and whether changes in teaching methods would be necessary to include the student in the activity;

5. the current materials used, materials that the student would need to use and necessary changes in materials; and

6. the current response mode for the group (e.g., marking choices, writing short answers, expressing thoughts and feelings), the student's response mode, and whether the response modes should be changed.

After team members complete the plan, they brainstorm and list options for adapting the activity or class to accommodate the needs of the student. After brainstorming, team members consider and select options. See **Chapter 5: Collaborative Teaming** for information on brainstorming.

Figure 12

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Figure 12 Con't

STUDENT RESPONSE

	CURRENTLY USED IN GROUP	STUDENT CAN USE	CHANGES NEEDED
Look At			
Touch			
Pick Up			
Point At			
Mark Choice			
Draw Line to Connect			
Underline			
Color			
Write Short Answers			
Write Long Exercises			
Write Numerals, Math Problems			
Label Items			
Reply "Yes/No" or "Don't Know"			
Simple Words or Phrases			
Say Short Answers			
Read Aloud			
Express Thoughts and Feelings			
Make Formal Presentations			
Other			

Comments

Adaptations/Changes

Student_____
Class _____   Teacher_____   Date____

1

2.

3

4

5.

6

Evaluation Questions

Will the adaptations/changes:
Draw negative attention to the student? Make the student stand out? Be too intrusive?
Provide sufficient opportunities for the student to practice/learn her objectives for the activity?
Be practical? Provide sufficient opportunities for the student to participate in the activity with
fellow students?
Will fellow students be involved in implementing the adaptations/changes?

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❓ How can the matrix be translated into a student schedule?

The team can develop the student's schedule by listing in three columns: 1) each activity and the time and day(s), 2) the person responsible for each activity, and 3) the fundamental values and priority skill areas which will be addressed during each activity. Be sure to include school supported home/family activities on the student's schedule. As the school year progresses, the student's schedule should be updated to reflect changes in activities, location of activities, persons responsible, and outcomes addressed. An accumulation of student schedules as the student progresses through school will provide a record of skills taught within specific activities and settings.

Task 4 Determine Support Tasks

❓ How can the team manage the accomplishment of tasks necessary to support the student's program?

The *Support Task Planning Sheet* depicted in Figure 13 may be used to list and monitor the accomplishment of tasks which support the achievement of a student's goals. These tasks are goals for teachers, administrators, parents, and other students. The tasks can include activities such as assisting the student's family to obtain community services, obtaining a consult from a physical therapist, developing transition plans, developing a peer buddy system, or establishing a circle of friends. The planning sheet provides space for listing tasks, the person(s) responsible, target dates for initiating and completing the task, and space for comments.

Figure 13

Support Task Planning Sheet

Task	Persons Responsible	Date Initiated	Date Completed

Task 5 Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program

❓ How can the team summarize and monitor the implementation of the student's program within specific classes and activities?

The *Class/Activity Summary Form* (Figure 11) can be used by the team to keep track of specific general education outcomes and priority skills which are to be taught through each general education class or activity that the student participates in during the school day. A copy of the form is given to the responsible teacher for each activity or class to keep track of which skills are actually addressed during the school week. By adding a scoring system (e.g., E = excellent, S = satisfactory, U = unsatisfactory) the team can also use this form to periodically monitor student

progress and to pinpoint potential problem areas that the team will need to address. After gathering information from each class or activity, the team can summarize overall progress on the *Priority Skill Areas - Program Summary Form* (Figure 14).

How can the team summarize and monitor progress on priority skill areas that were selected for instruction?

After completing the matrix and the *Class/Activity Summary Form* for each class or activity, the team may list all the unique priority skill areas and specific skills to be taught on the *Priority Skill Areas - Program Summary* form (Figure 14). This form is important in that it allows the team to summarize progress on skills across all activities. Quarterly progress on the priority skill areas and their associated skills and routines can be summarized using the scoring system depicted on the form or another system selected by the team.

Figure 14
Priority Skill Areas - Program Summary

Student Name:	First Quarter Summary
Date Initiated:	Second Quarter Summary
	Third Quarter Summary
	End of Year Summary

COMMENTS

Summary Key:
A = Accomplished
P = Making Progress
C = Little Progress, but will Continue Program
D = Dropped

Selected Skills Areas and Skills				
Participation				
Waits Turn	A			
Asks Questions	C	C	P	P
Answers Questions	P	P	P	A
Helps Others	C	P	P	A

How can the team insure that each team member knows their responsibilities for each of the student's major instructional activities?

The *Activity/Class Management Plan* (Figure 15) can be used to delineate specific responsibilities of team members for each of the student's major instructional activities. For each activity the team specifies the instructor for the activity, need for additional adults during the activity and the person(s) responsible for designing the instructional program, integrating the student's program into on-going classroom or community activities, providing training and follow-up to direct instructional staff, and for individualizing the student's materials. The plan also specifies how often consultation and follow-up will be provided for the particular class or activity. The team must decide which activities from the student's schedule require a management plan.

When should the team complete Parts II and III of the Best Practice Indicator Checklist?

Part I of the *Best Practice Checklist for Individual Students* (Figure 8) was completed prior to implementing the student's plan. In Part I, the team identified which best practices were most important to the student and family. Parts II and III should be completed after the student's program has been implemented. The team completes Parts II and III by indicating which identified practices could not be incorporated into the student's program (Part II) and making recommendations

(Part III) for increasing the availability of those practices within the school/community. This information should be given to the *School Planning Team* for their use in planning for the improvement of best practices within the school.

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│                    Figure 15                    │
│                                                 │
│        ╭──────────────────────────────────╮     │
│        │   ACTIVITY/CLASS MANAGEMENT PLAN  │     │
│        ╰──────────────────────────────────╯     │
│                                                 │
│  Activity/Class _____ │
│                                                 │
│  Number of Students _____  Location of Activity _____ │
│                                                 │
│  Instructor_____                    │
│                                                 │
│  Additional Adults are Required During the Activity/Class to: │
│                                                 │
│       Provide instruction to the student ☐      │
│       Provide instruction to other students ☐   │
│       Manage the student's physical needs ☐     │
│       Implement behavior management strategies ☐│
│       Implement social integration strategies ☐ │
│       Provide assistance during transitions ☐   │
│       Train and monitor peer tutor/buddies ☐    │
│       Other _____│
│                                                 │
│  If a teaching assistant or volunteer is available, who is responsible for the daily │
│  supervision? _____│
│                                                 │
│  Who is responsible for designing the student's instructional programs? │
│  _____               │
│                                                 │
│  Who is responsible for interfacing the student's program with ongoing │
│  activities? _____│
│                                                 │
│  How often will instructional data be collected? _____ │
│                                                 │
│  Who is responsible for providing training and follow-up to direct instructional staff? │
│  _____                   │
│                                                 │
│  How often will training/follow-up occur?_____│
│                                                 │
│  When will training/follow-up occur?_____│
│                                                 │
│  If individualized instructional materials are necessary, who will develop the student's │
│  materials? _____                │
└─────────────────────────────────────────────────┘
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Task 6 Transition to Next Grade

[?] When should the team begin the transition process to the next grade?

The *Individual Student Planning Team Process* should be repeated yearly to aid the student in transition from grade to grade. The team should begin planning the student's transition to the next grade in the spring (e.g., March or April) of the year prior to the transition. Acting as a transition team, the team that currently supports the student remains the same but adds teachers from the next grade or new school for planning next year's program. For example, if the student were currently in fourth grade, her team might consist of herself, her fourth grade teacher, parents, special education teacher, principal, and a student peer. In March, one or more fifth grade teachers would be added to the team to determine fifth grade assignment and to develop the student's program within fifth grade settings. In the fall, the student would transition to fifth grade, her fifth grade teacher would remain on the team and her fourth grade teacher would drop off of the team. The next March, sixth grade teachers would be added to the team, and so on.

[?] How does the team develop the plan for the following year and still support the student during the current year?

Typically, the student planning team will designate some meetings in the spring for developing the student's program for the following year and some meetings to

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continue to support the student in her current placement. For example, the team may continue to meet weekly, but designate every third meeting to developing the student's program for the next year. As the end of the current year draws near, more time might be allocated to transition meetings if the plan is not complete. The goal would be that the student's program would be completely developed and ready to start by the first day of school in the fall.

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Summary Chart

Forms for Completing Each Task in the Individual Student Planning Team Process

1 Establish The Planning Team

Team Management Plan
Team Meeting Worksheet
Team Goals Worksheet
Team Member Checklist
Adapting the Student Planning Process

2 Identify Fundamental Values, The Student's Strengths, Best Practice Needs and Skills to be Taught

Fundamental Values Worksheet
Skills Areas to be Taught Worksheet
Best Practice Checklist for Individual Students
Student Assessment Worksheet

3 Complete the Activity Matrix

Activities Matrix
Activity Selection Worksheet
Class/Activity Summary Form
Activity Compatibility Plan

4 Determine Support Tasks

Support Task Planning Sheet

5 Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program

Class/Activity Summary Form
Priority Skill Areas - Program Summary
Activity/Class Management Plan

6 Transition to Next Grade

All of the above forms

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CHAPTER 5 | Collaborative Teaming[1]

What is a collaborative team?

A collaborative team is a group of individuals who share common beliefs and work towards common goals. Collaborative teams sit in a circle to encourage face to face interaction. Collaborative teams are made up of persons with varying areas of expertise who share group tasks, responsibilities and group leadership. Collaborative team members use collaborative skills. Team members encourage each other to interact and to take part in problem solving and decision making, make decisions by consensus, poll each other for understanding of issues or ideas, and criticize ideas but do not criticize each other. Collaborative teams set rules for dealing with sensitive or controversial issues. Collaborative team members observe each other and give each other constructive feedback on how they are doing as a team. Collaborative teams continue to change and grow as problems are addressed and solved. Collaborative teams have fun!

What are collaborative skills?

Collaborative skills are social skills which help people work cooperatively and productively together. One of the most important functions of the team is to use collaborative skills to create an atmosphere conducive to building trust, solving problems and resolving conflicts.

How do team members build trust in each other?

For a team to really become effective, trust must be developed among team members. Initially, most teams will experience a lack of trust. Parents may feel uncomfortable saying what they really feel in front of five or six professionals they do not know. Teachers may feel uncomfortable admitting that they do not know the answer to a problem or that they need help in front of the parent, or the student, or the school principal. The classroom teacher and parent may not trust that the administration will follow though on promises. Collaborative teams develop trust over time through team members demonstrating that trust is warranted.

The first step to building trust is for each team member to act trustworthy. Be on time to meetings, don't discuss team issues with others outside of team meetings, don't talk behind other peoples back, and complete assigned tasks on time. Ideas for building trust include:

* Treat team members with respect.

* Listen to others (e.g., maintain eye contact with the speaker, give nonverbal signs of acceptance and encouragement, probe for more information by asking questions, paraphrase or summarize what the speaker said to check for understanding).

* Tell other team members something personal about yourself.

* Be willing to discuss your feelings openly and honestly.

* Offer support and assistance to others (outside of your job responsibilities).

* Distribute team roles and responsibilities among all team members
  - parents and students can facilitate the group too!

* Share the blame if team decisions go wrong or if plans are ineffective.

* Share the recognition and rewards if team decisions are right or plans work well.

* Decide on issues by building consensus rather than by administrative decision or voting.

* Encourage all team members to take part in planning and decision making.

* Respect each others ideas.

* Be critical of idea's and not people.

* During conflicts practice taking the other person's perspective.

* Establish team goals and the purpose of the team.

* Have fun together!

How do collaborative teams make decisions?

Collaborative teams make decisions by consensus. That means that every member of the team agrees to the decision. There is no voting or majority rules standard on collaborative teams. Were teams to vote on a decision, some team members would **win** while other members would **lose**, violating the very nature of collaboration. Coming to consensus on tough issues is not an easy task, but it is a necessary task. Knowing that consensus must be reached forces teams to become more creative and open to ideas when differences of opinion are voiced. Coming to consensus takes more time, but **a decision that everyone agrees to is a decision that will be implemented.**

How do collaborative teams solve problems?

There are many problem solving models from which teams can choose. Many teams choose to select a formal model for solving problems since these models typically provide a good structure for solving problems and help team members generate many possible solutions to the problem. Typical problem solving steps include:

1. recognize that there is a problem,
2. define the problem,
3. think of many solutions,
4. decide what to do,
5. try a solution, and
6. evaluate the results.

Once the problem has been defined, a critical step is to think of many, many possible solutions. Often the first solutions generated for problems are the most obvious and least likely to work. The twentieth possible solution may be the most creative and have the greatest potential for success. A process called "brainstorming" has been used by many teams to generate ideas.

? What is brainstorming?

In brainstorming, team members are given 2 or 3 minutes of **individual think time**. During think time each team member writes on a piece of scratch paper all of the ideas they can think of. Next each member provides one of their ideas per turn in a round robin format (e.g., moving clockwise around the table). The recorder writes the idea on a flip chart or blackboard so everyone can see each idea as it is written. The round robin continues until everyone has all of their ideas written on the chart. During round robin team members are encouraged to be creative and offer "far out" ideas. Other team members are not allowed to make comments or judgements about the ideas presented. There is no discussion or even rewording of ideas. Ideas are simply stated and written. When all ideas are exhausted the team takes 2 or 3 minutes of quiet **wait time** to see if any more ideas pop into someone's head. Typically during this time several new ideas are generated. Next, team members are free to discuss ideas, reword and combine ideas, eliminate ideas or create new ideas. After discussion the team selects the best ideas for action.

? How do we deal with controversial issues?

Collaborative teams are designed to deal with controversy. Collaborative teams are not competitive in nature. There are no winners or losers on a collaborative team. Decisions are made by consensus. Everyone must agree in order for the team to continue to work. The cooperative philosophy of collaborative teams requires that teams come up with creative, productive and successful solutions to problems. This is not to say that there will not be times when team members are at odds around a given issue. Team meetings can become very uncomfortable and relationships can be hurt if controversy is not handled openly and honestly. Each collaborative team must set group norms for dealing with controversy and should follow steps for resolving conflicts as the need arises. Sample norms include:

* The context for controversy should be cooperative.

* The emphasis should not be on who has the best answer, but to make the best group decision.

* Every team member should take an active part in group decisions. Ideas should be expressed openly and honestly without defensiveness.

* Every contribution should be valued, respected and taken seriously.

* Emphasis should be on viewing the issue under discussion from a variety of perspectives.

* Group members should be critical of ideas, not people. "I appreciate you, I am interested in your ideas, but I disagree with your current position" should be communicated.

* Members should not take personally other members' disagreements with and rejection of ideas.

* Members should encourage each other to express emotions during debate.

* The group should help all members, regardless of status, to speak out confidently. Avoid saying what you think your boss wants to hear!

? What are the steps in negotiating resolutions to conflicts?

Steps in Conflict Resolution (from Johnson and Johnson, 1987) include:

1. **Confront the opposition** - express your view of the conflict and your feelings about it and at the same time invite the opposition to do the same. **Don't hit and run.** Confront only when there is time to jointly define the conflict and schedule a negotiating session.

2. **Jointly define the conflict** - define a conflict as a mutual problem to be solved, not a win-lose struggle. Do not label, accuse or insult the opposition.

3. **Communicate positions and feelings throughout negotiations.**

4. **Take the opponent's perspective** - try to understand your opponent's position.

5. **Coordinate motivation to negotiate in good faith** - there are costs and gains for each party in resolving the conflict. To increase the motivation of another group member to negotiate, you need to increase his costs for continuing the conflict and reduce his gains. To decrease another person's motivation to negotiate, decrease his costs and increase the gains for continuing the conflict.

6. **Reach an agreement** - all participants need to be satisfied with the agreement and committed to abiding by it. The agreement should specify the joint position on the issues being adopted. It should also include provisions for future meetings to check how well the agreement is working and how cooperation can be improved.

? Is it important for team members to state team goals and individual goals?

Yes! The team must establish common goals among all team members. By stating the goals of the group, each team member can clearly understand the purpose of the team (Why are we here?). Goals are also very important because they give the team direction in decision making. For instance, if a stated goal is to support the student in her third grade classroom, the team might decide to add resources to the classroom during reading activities rather than to remove the child to the resource room. Some common team goals for *Individual Student Planning Teams* are:

* Develop a feeling of shared ownership among school staff and parents.

* Provide support to the student's teachers.

* Provide support to the student and his/her peers.

* Develop family support, communication and involvement.

* Problem solve specific learning or behavior issues for the student.

* Identify and access necessary school and community resources.

* Develop long range educational plans for the student.

* Develop transition plans for movement to the next grade or school or to adult services.

* Develop, implement and evaluate specific instructional programs.

* Develop an integrated schedule of activities for the student.

* Identify staff/parent information and training needs.

* Improve best practices for the student and his/her classmates.

   School Planning Team goals might include some of the following:

* Improve best practices for all students who attend the school.

* Identify resources that the school can access to provide necessary services to students and their families.

* Develop a school mission statement.

* Redesign the school's service delivery model to include the delivery of special education and Chapter I services within regular classes.

* Improve school and community relationships.

* Develop community support for school programs.

   Individual team member goals are also very important. Each member should state one or more personal goals they would like to meet by being a member of the team. As team members share their personal goals with each other, the team should make a commitment to try to help each member attain his or her goals. Sample individual team member goals include:

* Become more assertive at team meetings.

* Share my feelings as well as my ideas.

* Bring a positive attitude into each meeting.

* Really listen to what other people have to share.

* Take risks with the team (say what I feel and not what I think people want to hear).

* Develop a friendship with one other person on the team.

* Speak in plain language; no jargon words.

* Volunteer more often.

Do collaborative teams ever have fun?

   Absolutely! Collaborative teams realize that there are two sides to every meeting. Team meetings should be **task oriented.** Agendas should be set and moved through within time limits. Issues, including those which develop conflict between group members must be dealt with. However, successful teams are also **relationship oriented**. Teams are made up of people and people need some time to relax and have fun. Many teams set aside specific time at the beginning of each meeting to celebrate accomplishments. What are we doing really well? What things

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did Billy do this week that were wonderful? This not only allows team members to pat each other on the back, it reaffirms that the team is "working" and sets a positive tone for the remainder of the meeting.

Many teams meet over food. Some type of refreshment (e.g., cookies, candy, fruit, juice, coffee) sets a tone of friendliness and relaxation. As people share food they are also sharing feelings, ideas, responsibilities and work loads. Some teams plan for pot luck lunches or dinners several times a year just to celebrate or to share some social time together (no work during this time please). Team members should spend some time discussing the ways that they would like to make meetings more fun. The goal should be that team members look forward to team meetings, not dread them.

Who should be on a collaborative team?

The membership of a collaborative team depends upon the purpose and goals of the team. In this manual we are concerned with two types of teams, *School Planning Teams* and *Individual Student Planning Teams*. The purpose of the *School Planning Team* is to improve education for all students who attend the school. To accomplish this goal, persons who are representative of the school and community should be on the team (e.g., school administrators, teachers, other school staff, students, families, school board members and other interested community members). *Individual Student Planning Teams* are formed to provide support to students with intensive needs, their teachers and families. Team membership should consist of the student, people most involved with the student on a day to day basis (e.g., parents, teachers, the principal), and other persons depending on the particular needs of the student or family (e.g., physical therapist, guidance counselor, employment specialist).

When and how often should School Planning Teams and Individual Student Planning Teams meet?

School Planning Teams decide for themselves how often they need to meet to accomplish the tasks of reviewing best practices, prioritizing best practices for improvement, developing action plans, and monitoring progress on plans. As described in Chapter 3, Task 3 of the *School Planning Process* involves the team completing the *School Planning Process Worksheet*. The worksheet provides a vehicle for the team to identify the tasks to be completed by the team and to set task completion timelines and meeting dates. *School Planning Teams* generally meet on a monthly or bimonthly basis for about two hours. *Individual Student Planning Teams* also decide for themselves how often they need to meet to accomplish their tasks. They generally meet on a weekly or biweekly basis with the meetings being three quarters to one hour in duration.

How large should teams be?

The optimal size of a collaborative team is about 5 or 6 persons. With a small group each individual team member has more opportunities to speak and take part in problem solving and decision making. However, in actual situations teams tend to be larger than the optimal number. *School Planning Teams*, for example, have had anywhere from 10 to 16 team members. Middle school or high school *Individual Student Planning Teams* also tend to be larger due to the number of general class teachers a student has (e.g., 6 general educators + the principal, student, parents, special educator, guidance counselor = 12 team members).

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It is extremely difficult to involve everyone from a large team in problem-solving and decision-making activities during a 3/4 to 1 hour long weekly meeting. The concepts of core team and extended team have been developed to help teams with numerous members to be more efficient.

The core team is a small group of people who are the most involved with the student on a day to day basis (e.g., student, parents, 1 or 2 regular educators, 1 special educator, 1 speech pathologist). The core team generally meets weekly to do the majority of the planning for the student. Extended team members are people involved with the student who do not need to meet weekly as a team but need to meet on a regular basis to discuss issues and to provide support for each other. Generally extended teams meet on a monthly or bimonthly basis and individual team members meet in between regularly scheduled extended team meetings.

The use of meeting agendas and backup informational systems are very important for facilitating communication among core and extended team members. At the end of each meeting the team should establish an agenda for the next meeting and determine which extended team members need to be present. In this way, extended team members can be invited to join in on discussion and problem solving around issues that affect them or in which they have particular expertise. Extended team members can also place items on the agenda and in this way request to be present at a team meeting to have the team deal with an issue or problem that they have identified.

The team needs to develop a backup information system so that extended team members can be kept informed about the issues the team is addressing and team decisions. The backup information system could be as simple as providing extended team members with a copy of meeting minutes ard agendas. A more comprehensive system could provide minutes and identify core team members to discuss the minutes with and to get feedback from the extended team member to take back to the next core team meeting. *The Team Management Plan* (Figure 1) can be used to

---

Figure 1

(**Team Management Plan**)

Student _____ Year _____

Core Planning Team Members   Position
_____
_____
_____
_____
_____
_____

Extended Planning Team Members   Position   Info. Backup
_____
_____
_____
_____
_____

When will the the Team meet during the school year?

Core Team: Extended Team:
Day of Week _____   Day of Week _____
Time_____   Time _____
Weekly ☐   Weekly ☐
Every Other Week ☐   Every Other Week ☐
Other_____   Monthly ☐
                                    Other _____

If additional meetings (core or extended) are needed who will be responsible for arranging them?_____

If the student or his/her parents cannot attend meetings, how will the team keep them informed and solicit their input?

Who is the primary parent contact person? _____

If a teaching assistant is assigned, who is primarily responsible for supervising the assistant? _____

Who is primarily responsible for monitoring the student's:

    physical management needs?_____
    behavior management strategies?_____
    social integration strategies?_____
    transitions between activities/classes? _____

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identify core and extended team membership and to define how team members will work together.

The Team Management Plan provides a vehicle for the team to address several other issues. The identification of a primary parent contact person is essential. It takes time for members of collaborative teams to become comfortable with each other and the teaming process. It is very important that the student's parents feel that there is at least one person on the team that they can talk to freely and comfortably until they become comfortable with the entire team. The plan also allows the team to identify the person who is primarily responsible for various components of the student's program and the instructional assistant (if there is one). In this way, if team members have problems between meetings they know whom to contact for assistance.

How can we keep our Student Planning Team meetings under an hour and still get anything accomplished?

Individual Student Planning Teams generally meet for one hour or less. Some teams meet for as little as 30 minutes. In order to use this small amount of time effectively many teams use variations of the Team Meeting Worksheet along with team member roles to keep the meetings moving and to improve collaboration. Typical team roles include facilitator, timekeeper and recorder. Many teams have identified additional team member roles to help their teams work better together. Some of the other roles teams use include encourager, jargon buster, and observer.

All team members must share in and take responsibility for the work and leadership of the team. **It is very important to rotate team member roles on a regular basis** to give all team members a chance to share leadership of and responsibility for the team. A listing of potential team member roles is presented below. It should be noted that, although individuals are assigned specific roles, all team members are responsible for the smooth running of the team. Any team member can help facilitate the agenda, remind the group that time is running out, or encourage silent members to contribute to the conversation.

Selected Team Member Roles

Facilitator. The facilitator helps the team to set the agenda and to move smoothly through each agenda item. She insures that the team remains task oriented and works to promote the team goals. The facilitator seeks information and opinions, asks for facts and feelings from each team member, pulls together major ideas and suggestions and restates and summarizes major points. The facilitator also helps to solve interpersonal problems between group members by promoting open discussions in order to resolve conflicts and increase group togetherness.

Recorder. The recorder writes down agenda items and all agreed-upon outcomes of the meeting. The recorder should check to insure that there is consensus among team members before recording outcomes. The reporter asks for clarifications and summarizes group discussions in order to accurately produce meeting minutes.

Timekeeper. At the beginning of the meeting the team should establish the agenda and set a time limit for each agenda item. The timekeeper keeps track of the time spent on each of the teams agenda items. She signals the group shortly before time is up on each item, and when it is time to shift from discussion of agenda items to the assignment of individual and group tasks and the building of the agenda for the next meeting.

Encourager. The encourager warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to the ideas

of others. The encourager is friendly and responsive to team members.

Jargon Buster. The jargon buster reminds team members when they are using words that are not commonly understood by everyone. This is often a fun job. Some teams give the jargon buster a noise maker which she blows whenever a jargon term is used.

Observer. The observer observes the team in action and gives feedback to team members on how well they did in their assigned roles and on good teaming behavior. The observer should use a feedback form, such as the one in Figure 2, to structure the observations. To use the form the team identifies skills on which they want feedback (e.g., active listening, summarizing and paraphrasing, encouraging others to participate). The names of team members are listed across the top of the form. Skills are listed down the left side of the form. The observer

Figure 2
Team Member Observation Sheet

| Collaborative Skill | Team Members | | | |
	Bob A.	*Phyllis B.*	*Jill M.*	*Pete D*
Encourages Others	l l l l	l l	/	l l l l l l l l
Asks for Clarification	l l		/l l	
Expresses Feelings				. l l l
Expresses Ideas	l l	l . . .	l l l l	l l l l

makes a tally mark each time a team member demonstrates a skill and at the end of the meeting reports the frequency of use of each skill. Individual team members can also identify skills that they would like to improve during meetings. For example, if one team member is having problems interrupting others during group discussions, he might ask the observer to count the number of times that he interrupts others.

Collaborative teams have used the *Team Meeting Worksheet* (Figure 3) as an effective tool for increasing team productivity. The *Team Meeting Worksheet* provides the team with a format for keeping track of who is at each meeting and who is absent. Information backups are also identified for each absent member to make sure that they are kept up to date on team activities and decisions. The worksheet is also used to identify team member roles for this meeting and for the next meeting.

The next section of the worksheet is the agenda for this meeting. Items

Figure 3

Team Meeting Worksheet

Student _____   Date _____

Team Members Present:
_____
_____
_____

Team Members Absent: Information Backup
_____
_____

Roles:	For This Meeting:	For Next Meeting:
Facilitator		
Recorder		
Timekeeper		
Encourager		

Agenda for this meeting: Time Limit
1. *Celebrate*   *3 Mins.*

2.

3.

Agenda for the Next Meeting: Next Meeting Date _____
1.

2.

identified at the last meeting can be listed here along with additional agenda items identified by team members between meetings or at the current meeting. At the beginning of the meeting the team assigns each agenda item a time limit. The time limit is an estimate of the amount of time it will take to cover the item. Once all items have been assigned time limits, they are prioritized in the order they will be addressed during the meeting. Those items not addressed by the end of the meeting can be added to the next meeting agenda.

In the example in Figure 3 one agenda item (celebrate) has been listed. Many teams have routinely added this item to each agenda to insure that there is time for team members to talk about the good things that are resulting from the team's work. "Celebrate" as the first agenda item also sets a positive tone for each meeting. Following the agenda is a space for the recorder to keep minutes of the teams discussions and decisions. Finally, there is space to assign tasks to team members to be completed outside of team meetings. For example, a task might be to identify a peer for the student to tutor. The regular education teacher and the guidance counselor might be responsible for accomplishing the task by the next meeting.

Our School Planning Team has 22 members, how can we be a collaborative team?

School Planning Team meetings generally last about two hours. This gives teams more time to do some "creative" teaming which allows them to partially overcome the problems associated with large team membership. Most of the collaborative teaming strategies used by individual student planning teams will work with school planning teams (e.g., assigning roles, using *Team Meeting Worksheets*, developing backup information systems, using agendas). However, different strategies are needed for breaking the team into smaller groups and developing a team management plan.

It is not appropriate to limit the size of the *School Planning Team*. The school is a community venture and must be open to all who wish to be involved. However, the large team can be broken into smaller teams of 5 or 6 persons to discuss an issue, to brainstorm ideas, to develop a product, or to complete a specific task. At the end of the small group work, one person in each group may then report back to the entire team. Once all of the small groups have reported, the larger team can then incorporate the work of each small group into a single large group product or decision.

How are we doing?

There are many ways that teams can determine whether or not they are doing a good job of being a team. As mentioned earlier, having a good system of observing and giving each other feedback is an excellent way for teams to self-monitor. However, some team members may feel uncomfortable being observed, observing others, and giving and receiving feedback. These are skills that need to be learned. If your team has access to someone that has experience in collaborative teaming and in doing observations and giving feedback, they should be used to teach your team these skills.

Teams that do not feel comfortable with observations can still self-monitor their team behavior by using a team member checklist that each person completes individually. There are many such checklists available. A sample checklist is depicted in Figure 4. Each team should spend a little time selecting, revising or developing their own checklist. After team members have individually completed the checklist, the team should spend time discussing how individual members and the team as a whole is functioning. Regardless of which process the team selects to monitor its teaming behaviors, the team should periodically process how they are

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doing. This simply means that the team should take some time to discuss how each member is feeling about being a member of the team. What is working well and what isn't? What can be done to make each other feel more comfortable? Some teams process at the end of each meeting while others set aside time only when problems between team members arise. How and how often your team self assesses and processes is one of many decisions your team will need to make.

Figure 4

Team Member Checklist

Name _____ Date_____

☐ *I contributed my ideas.*

☐ *I encouraged others to contribute their ideas.*

☐ *I listened to and expressed support and acceptance of other's ideas.*

☐ *I expressed my feelings.*

☐ *I offered my personal and professional resources to support the team.*

☐ *I asked for clarification and help when needed.*

☐ *I helped the group keep working.*

☐ *I maintained a sense of humor.*

☐ *I recorded group and individual tasks.*

☐ *I enjoyed myself.*

My Personal Goals

☐ _____
☐ _____
☐ _____

[1]
End Note
This chapter is based upon information found in the following publications:

Glickman, C.D. (1990). Supervision of instruction: A developmental approach. (2nd ed.) Boston: Allyn and Bacon.

Hazel, J.S., Schumaker, J.B., Sherman, J.A. & Sheldon-Wildgen, J. (1981). ASSET: A social skills program for adolescence. Champlain, Il: Research Press.

Johnson, D. & Johnson, F. (1987). Joining Together: Group therapy and group skills. Englewood. Cliffs, New Jersey: Prentice-Hall.

Stainback, W. & Stainback, S. (1990). Support networks for inclusive schooling: Integrated interdependent education. Baltimore: Paul H. Brookes Publishing.

Thousand, J. & Villa, R. (in press). Collaborative teams: A powerful tool for school restructuring. In R. Villa, J. Thousand, W. Stainback and S. Stainback (Eds.) Restructuring for heterogeneity: An administrative handbook for creating caring and effective schools for everyone. Baltimore: Paul H. Brooks Publishing.

Thousand, J., Fox, T., Reid, R., Godek, J., Williams, W. & Fox, W. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular classroom environments. Burlington, Vermont. Center for Developmental Disabilities, University of Vermont.

Appendix A

Forms for Completing the

Schoolwide Planning
Team Process

School Planning Team Management Plan

School _____   Year _____

School Planning Team Members (name/address/phone number)
Administrators:
_____
_____
_____

School Board Members:
_____
_____
_____

School Staff:
_____
_____
_____
_____
_____

Students:
_____
_____
_____

Parents:
_____
_____
_____
_____

Other Community Members:
_____
_____
_____
_____

When and where will the School Planning Team meet?

Day of Week _____
Time: from _____ to _____
Location _____

Will Team members require child care in order to attend meetings? Yes ☐ No ☐
     If yes, how will the issue of childcare be addressed by the team?

How will the Team keep others informed and solicit input throughout the planning process?
School Staff _____
Students _____
Parents _____
Community Members _____
School Board _____

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School Planning Team Meeting Worksheet

School _____ **Date** _____

Team Members Present

_____
_____
_____
_____
_____

Team Members Absent   **Information Backup**

_____
_____
_____

Roles	For This Meeting	For Next Meeting
Facilitator		
Recorder		
Timekeeper		
Encourager		

Agenda for This Meeting   **Time Limit**

1.

2.

3.

4.

5.

Agenda for the Next Meeting   **Next Meeting Date** _____

1.

2.

3.

Minutes	Task	Person(s) Responsible	Completed By (Date)

Team Goals

Why are we meeting? What do we hope to accomplish as a team?
What is the focus of our planning?

My Individual Goals

Why am I a member of this team? What do I hope to accomplish as a team member? How can I improve myself through this experience? What can I offer to the team?

Team Member Checklist

Name _____ Date _____

☐ I contributed my ideas.

☐ I encouraged others to contribute their ideas.

☐ I listened to and expressed support and acceptance of other's ideas.

☐ I expressed my feelings.

☐ I offered my personal and professional resources to support the team.

☐ I asked for clarification and help when needed.

☐ I helped the group keep working.

☐ I maintained a sense of humor.

☐ I recorded group and individual tasks.

☐ I enjoyed myself.

My Personal Goals

☐ _____

☐ _____

☐ _____

Tailoring the School Planning Team Process - Tasks To Be Completed

School _____ **Date** _____

Task	How will the task be addressed?	When? By whom?	Date of next meeting
Establish the School Planning Team which represents all constituents of the school.			
Review the most current Best Pactice Guidelines.			
Tailor the School Planning Process to meet the needs of the school.			
Gather and summarize information on the level of agreement and need for improvement of best practices from school administrators, staff, and students, parents, and community members.			
Incorporate information from Individual Student Planning Teams into the selection process.			
Select and prioritize best practices to be improved.			

Task	How will the task be addressed?	When? By whom?	Date of next meeting
Gain approval of selected best practices from school staff, administrators, students, parents and community members prior to beginning the next task.			
Develop action plans.			
Gain approval of action plans from school staff, administrators, students, parents and community members prior to beginning the next task.			
Develop systems change, policy/procedure change and inservice training summary worksheets.			
Coordinate the implementation of action plans and worksheets.			
Assess progress on action plans and select additional best practices for improvement.			

Best Practice Guidelines for Meeting the Needs of All Students in Local Schools

Survey

Goals for educating all children in Vermont schools include:

Goal 1: Vermonters will see to it that every child becomes a competent, caring, productive, responsible individual and citizen who is committed to continued learning throughout life;

Goal 2: Vermonters will restructure their schools to support very high performance for all students;

Goal 3: Vermont will attract, support and develop the most effective teachers and school leaders in the nation; and

Goal 4: Vermont parents, educators, students and other citizens will create powerful partnerships to support teaching and learning in every community (Vermont Department of Education, 1990).

The best practices are intended to assist schools to meet Vermont's educational goals by developing educational services which will prepare all students for adult life within their community. This survey is intended to allow you to express your opinions to help guide your school in the development and delivery of best practices to all students who attend your school. For each best practice you will be asked:

> if you agree with the best practice
> **(I Agree, I Disagree, or I'm Undecided)**;
>
> the need for improving the best practice in your school
> **(High Need, Medium Need, Low Need, Don't Know)**;
>
> to check those best practices that **you feel are a priority** for improvement in your school.

Your thoughtful responses to each best practice will greatly assist your **School Planning Team** to identify the current strengths of your school program as well as needed improvements in specific areas. You responses will help to provide for the continued development of quality education within your school.

This survey should take less than 30 minutes to complete. Thank you for your help.

School _____ Name _____ Position/Title _____ Date _____

BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

SCHOOL CLIMATE AND STRUCTURE

	Need for Improvement in Our School				✓ if a Priority
	High Need	Medium Need	Low Need	Don't Know	Priority ☐
1. The school's philosophy statement and objectives should be developed by administrators, staff, students, parents, school board members and other community members and should reflect the school's commitment to meeting the individual needs of all students in age-appropriate integrated school and community settings. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
2. The school's climate should be established by administrators, staff, students, parents school board members and other community members and should promote respect for individual differences among students, encourage the development of positive self-esteem, establish high achievement expectations for all students, and encourage the development of caring personal relationships among students and staff. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
3. The school's code of conduct for students and staff should be established by administrators, staff, students, parents, school board members and other community members and should emphasize positive behavior, be applied in a consistent, fair manner, and take into account the unique needs of individual students. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
4. The school should provide ample opportunities for students, staff, parents, administrators, school board members and other community members to be recognized for their accomplishments, including helping others. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students should be clearly delineated by administrators, staff, students, parents, school board members and other community members. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
6. The school's professional development process should be developed by administrators, staff, students, parents, school board members and other community members and should include inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) should be developed by administrators, staff, students, parents, school board members and other community members and should be available to all students and staff. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

✓ if a Priority

	Need for Improvement in Our School				
	High Need	Medium Need	Low Need	Don't Know	Priority ☐

COLLABORATIVE PLANNING

8. The school should provide opportunities for school staff, students, family members, and community members to become proficient at functioning in a collaborative manner (i.e., share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate team roles of facilitator, timekeeper and recorder).

    I Agree   I Disagree   I'm Undecided

9. The school should provide time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services, and to provide timely consultation, support and technical assistance to families and staff.

    I Agree   I Disagree   I'm Undecided

10. For students with intensive needs in basic skill and/or social skill areas or who are challenged by their gifts and talents, individual student planning teams should be convened which are responsible for the development and implementation of all aspects of the student's educational program (e.g., student goals, student schedules, procedures to address learning / behavior/ management issues, transition plans, strategies to support the student and his/her teachers and family).

    I Agree   I Disagree   I'm Undecided

11. Individual student planning teams should consist of the student, family members, the student's general class teacher(s) and other appropriate persons based upon the student's needs (e.g., principal, Chapter 1 teacher, music teacher, physical therapist, one or two of the student's peers, teaching assistant, special educator, social worker, representatives of community agencies, family advocates).

    I Agree   I Disagree   I'm Undecided

12. The individual roles of each student planning team member, including related service providers and other consultants, should be specified by the team and should be supportive of the educational needs of the student.

    I Agree   I Disagree   I'm Undecided

SOCIAL RESPONSIBILITY

13. The school should facilitate the development of social responsibility and self-reliance by promoting student participation in volunteer organizations and activities (e.g., community service activities, peer tutoring/mentoring activities, student government, participation in decision making about important school or community issues).

    I Agree   I Disagree   I'm Undecided

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BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

		Need for Improvement in Our School				√ if a Priority
		High Need	Medium Need	Low Need	Don't Know	
14.	The school's curriculum should provide structured opportunities for students to learn about and appreciate individual differences among people. I Agree I Disagree I'm Undecided					Priority ☐
15.	The school's curriculum should provide structured opportunities for students to develop appropriate social skills (e.g., making friends, cooperating with others, sharing, listening, avoiding fights) which include frequent practice during school, home and community activities. I Agree I Disagree I'm Undecided					Priority ☐
16.	The school should provide opportunities for all students to participate in age-appropriate school sponsored extra-curricular activities (e.g., field trips, sports teams, clubs, dances, assemblies, student government). I Agree I Disagree I'm Undecided					Priority ☐
17.	For students with intensive needs in the social skill area, a program for increasing social skills should be developed which includes: a) assessment of current skills in identified home, school and community settings; b) identification of adaptations and support needed to function in those settings; c) procedures for working with school staff and families to incorporate social skill training and/or practice into school and family routines. I Agree I Disagree I'm Undecided					Priority ☐

CURRICULUM PLANNING

		Need for Improvement in Our School				√ if a Priority
		High Need	Medium Need	Low Need	Don't Know	
18.	The school's curricula should be developed by teachers/staff, students, parents, administrators, and community members and should identify age-appropriate content (e.g., reading, math, history, social/ emotional, arts, health) and process oriented (problem solving and collaboration skills, study skills) goals and objectives which promote meaningful participation in age-appropriate activities in home, recreational, educational, work and other aspects of community life, set a high standard of excellence and address the needs of all students. I Agree I Disagree I'm Undecided					Priority ☐
19.	A variety of age-appropriate non-school instructional settings (e.g., daycare settings, the student's home, local stores, and job sites) should be available to students and matched to individual needs for learning new skills or for generalizing skills to new settings. I Agree I Disagree I'm Undecided					Priority ☐
20.	The process for identifying curriculum content for an individual student with intensive needs in basic skill and/or social areas should include an analysis of the student's skills and interests and of the age-appropriate activities, skills and adaptations needed for the student to function in specific home, school, work, recreation and other community settings. I Agree I Disagree I'm Undecided					Priority ☐

BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

		Need for Improvement in Our School				✓ if a Priority

21. Objectives for students with intensive needs in basic skill and/or social areas should specify criteria which include performance in the student's home, school and other age-appropriate community settings.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

22. Students with intensive needs in basic skill and/or social areas should have paid work experiences in integrated community settings prior to leaving school.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

23. The system for monitoring the progress of students with intensive needs in basic skill and/or social areas should include: a) indications of level of independence on identified skills/activities; b) indications of environments in which those skills/activities have been demonstrated; c) an annual summary; and d) post school follow ups for purposes of program improvement.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

DELIVERY OF INSTRUCTIONAL SUPPORT SERVICES

24. Instructional support services and staff (e.g., Chapter I, special education, speech and language, guidance, peer tutoring) should be incorporated into ongoing school and community activities.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

25. The decision to pull any student out of ongoing school or community activities to receive support services should be a team decision based upon documentation that the student's needs could not be achieved through the use of supplementary aides and services in the classroom. This decision should not be made based upon staff preferences.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

26. For students with needs (e.g., counseling, community-based training, medical) which cannot be met through ongoing activities, pull out should be scheduled during activities which the team determines to be lowest priority for the student.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

27. The delivery of instructional support services (e.g., consultation, training, technical assistance, cooperative planning with support staff, team teaching with support staff, support staff delivering direct services in the classroom, release time for planning, access to instructional support teams) should include support to teachers, teaching assistants, volunteers, and other direct instructional staff.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

INDIVIDUALIZED INSTRUCTION

28. The school should provide all students with opportunities to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year.

   I Agree   I Disagree   I'm Undecided

High Need | Medium Need | Low Need | Don't Know | Priority ☐

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BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS	Need for Improvement in Our School				✓ if a Priority
	High Need	Medium Need	Low Need	Don't Know	Priority
29. The school should provide opportunities for all staff to become proficient at previewing instructional activities, giving clear written and verbal directions, checking for student understanding and giving students constructive feedback and positive reinforcement. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
30. The school should provide opportunities for all staff to become proficient in using a variety of instructional methods (e.g., cooperative learning, whole language, peer tutoring, drill and practice, incidental teaching, computer-assisted instruction), matching methods to individual student needs, and incorporating methods into ongoing activities. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
31. A variety of instructional groupings (e.g., small group, large group, multi-aged groups, cooperative group, individual instruction) should be available to all students and matched to individual student needs. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
32. A variety of instructors (e.g., teachers, teacher assistants, same-age peer tutors, cross-age peer tutors, peer mentors, volunteers) should be available to students and matched to individual student needs. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
33. The school should provide opportunities for all staff to become proficient at using a variety of instructional materials (e.g., real items, photographs, drawings, work sheets, textbooks, audio/visuals), at matching materials to individual student needs, and incorporating materials into ongoing activities. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
34. The school should provide opportunities for all staff to become proficient at teaching several different goals from the same curriculum area through a single group activity (e.g., during a group math activity some students may be learning addition while others are learning counting or one-to-one correspondence). I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
35. The school should provide opportunities for all staff to become proficient at teaching goals from different curriculum areas through a single group activity (e.g., during a group social studies activity some students may have a primary goal of learning the social studies content while others have primary goals of learning language, communication, or social skills). I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

	Need for Improvement in Our School				Priority
	High Need	Medium Need	Low Need	Don't Know	
36. The school should provide opportunities for all staff and students to become proficient at identifying a variety of ways students can acquire or demonstrate skills/knowledge (e.g., signing, writing, typing, gesturing, oral tests or reports, art displays, taped presentations), matching them to individual student needs, and incorporating them into ongoing activities. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
37. For each lesson currently being taught, there should be a written instructional program or lesson plan which is available to all direct instructional staff. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
38. Student progress should be monitored and analyzed on a regularly scheduled basis. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
39. Decisions to modify instructional groupings, methods or materials should be based upon measures of student progress. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
40. A current schedule of daily student activities which describes what is being done, when, and with whom, should be available and readily accessible. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

TRANSITION PLANNING

	Need for Improvement in Our School				Priority
41. There should be procedures for facilitating the smooth transition of all students from one educational setting to another, and from school to post-school life. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
42. A written plan for transitioning each student with intensive needs, including students who are gifted, from one educational setting to another should be developed and implemented in advance of the move (e.g., 6 to 9 months). I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
43. For high school aged students with intensive needs, a written graduation plan for transition to post school life (e.g., employment, education, recreation, residential) should be developed and implemented well in advance of the transition (e.g., at age fourteen) and reviewed annually. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

FAMILY-SCHOOL COLLABORATION

	Need for Improvement in Our School				Priority
44. The school should provide families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and the school. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

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BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

	Need for Improvement in Our School				✓ if a Priority
	High Need	Medium Need	Low Need	Don't Know	Priority ☐

#	Item	High Need	Medium Need	Low Need	Don't Know	Priority
45.	There should be information available to families which will assist them to access informal support networks and connect with community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation, mental health). I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
46.	The school should provide families with opportunities for consultation, training and follow-up from school staff to maximize their children's development in home and other community settings. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
47.	Families should be included in advisory, decision-making, and advocacy activities of the school (e.g., advisory committees, curriculum committees, development of the school philosophy and climate, school planning teams, staff development committees). I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
48.	Families should be included in the decision-making process to determine the high priority educational needs of their children, and how and where (school, home, or community settings) their children will be taught. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
49.	Instructional planning should include procedures for assisting families to incorporate instruction and/or practice of skills into ongoing home and community activities. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
	PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT					
50.	A plan for improving best practice-based services within the school should be developed every three to five years by a school planning team consisting of administrators, staff, students, parents, school board members and other community members. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
51.	The school's plan should include: a) a review of the school's goals and the extent to which goals and best educational practices are achieved; b) an examination of services offered by the school and how they relate to student, family, and community needs; c) follow-up measures of students' performance in the next school setting or post school settings; and d) activities and timelines for improving best practices. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐
52.	The school planning team should meet periodically to monitor progress on implementing the school's plan and to make necessary adjustments in activities and timelines for achieving the plan. I Agree I Disagree I'm Undecided	High Need	Medium Need	Low Need	Don't Know	Priority ☐

BEST PRACTICE GUIDELINES FOR MEETING THE NEEDS OF ALL STUDENTS IN LOCAL SCHOOLS

	Need for Improvement in Our School				✓ if a Priority
	High Need	Medium Need	Low Need	Don't Know	Priority ☐

53. The school's plan and subsequent reports of progress in implementing the plan should be disseminated to parents, school district staff and community members.

    I Agree   I Disagree   I'm Undecided

	High Need	Medium Need	Low Need	Don't Know	Priority ☐

54. There should be a periodic evaluation of the planning process by school staff, students, parents, community members and persons from outside of the school (e.g., staff from other schools, colleges and universities, state and local government).

    I Agree   I Disagree   I'm Undecided

Comments

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Best Practice Survey Summary Chart

School _____   Date _____

Number of People Who Answered the Best Practice Survey by Title

Principal ____
Special education administrator ____
General education teachers ____
Special education teachers ____
Non-core teachers (music, art) ____
Related service providers ____
Support staff ____
Students ____
Parents ____
Community members ____
Other ____

Total Number of People _____

Instructions

The Best Practice Survey Summary Chart allows for the summarizing of the
following information from the Best Practice Survey.

1. The percentage of persons who agree with, disagree with, or are undecided
   about each best practice addressed within the survey.

2. The percentage of persons who feel the level of need for improvement for each
   best practice is either high, medium, low or are undecided about the level of
   need for improvement.

3. The number of persons who indicated each best practice was a priority for
   improvement by checking the box next to the practice on the best practice
   survey.

Best Practice Survey Summary Chart	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
SCHOOL CLIMATE AND STRUCTURE 1. The school's philosophy statement and objectives should be developed by administrators, staff, students, parents, school board members and other community members and should reflect the school's commitment to meeting the individual needs of all students in age-appropriate integrated school and community settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
2. The school's climate should be established by administrators, staff, students, parents school board members and other community members and should promote respect for individual differences among students, encourage the development of positive self-esteem, establish high achievement expectations for all students, and encourage the development of caring personal relationships among students and staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
3. The school's code of conduct for students and staff should be established by administrators, staff, students, parents, school board members and other community members and should emphasize positive behavior, be applied in a consistent, fair manner, and take into account the unique needs of individual students.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
4. The school should provide ample opportunities for students, staff, parents, administrators, school board members and other community members to be recognized for their accomplishments, including helping others.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students should be clearly delineated by administrators, staff, students, parents, school board members and other community members.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
6. The school's professional development process should be developed by administrators, staff, students, parents, school board members and other community members and should include inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) should be developed by administrators, staff, students, parents, school board members and other community members and should be available to all students and staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks

COLLABORATIVE PLANNING

8. The school should provide opportunities for school staff, students, family members, and community members to become proficient at functioning in a collaborative manner (i.e., share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate team roles of facilitator, timekeeper and recorder).

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

9. The school should provide time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services, and to provide timely consultation, support and technical assistance to families and staff.

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

10. For students with intensive needs in basic skill and/or social skill areas or who are challenged by their gifts and talents, individual student planning teams should be convened which are responsible for the development and implementation of all aspects of the student's educational program (e.g., student goals, student schedules, procedures to address learning/behavior/management issues, transition plans, strategies to support the student and his/her teachers and family).

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

11. Individual student planning teams should consist of the student, family members, the student's general class teacher(s) and other appropriate persons based upon the student's needs (e.g., principal, Chapter I teacher, music teacher, physical therapist, one or two of the student's peers, teaching assistant, special educator, social worker, representatives of community agencies, family advocates).

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

12. The role of each individual student planning team member, including related service providers and other consultants, should be specified by the team and should be supportive of the educational needs of the student.

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

SOCIAL RESPONSIBILITY

13. The school should facilitate the development of social responsibility and self-reliance by promoting student participation in volunteer organizations and activities (e.g., community service activities, peer tutoring/mentoring activities, student government, participation in decision making about important school or community issues).

% Agree
% Disagree
% Undecided

% High
% Medium
% Low
% Undecided

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Best Practice Survey Summary Chart	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
14. The school's curriculum should provide structured opportunities for students to learn about and appreciate individual differences among people.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
15. The school's curriculum should provide structured opportunities for students to develop appropriate social skills (e.g., making friends, cooperating with others, sharing, listening, avoiding fighting) which include frequent practice during school, home and community activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
16. The school should provide opportunities for all students to participate in age-appropriate school sponsored extra-curricular activities (e.g., field trips, sports teams, clubs, dances, assemblies, student government).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
17. For students with intensive needs in the social skill area, a program for increasing social skills should be developed which includes: a) assessment of current skills in identified home, school and community settings; b) identification of adaptations and support needed to function in those settings; c) procedures for working with school staff and families to incorporate social skill training and/or practice into school and family routines.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
CURRICULUM PLANNING			
18. The school's curricula should be developed by teachers/staff, students, parents, administrators, and community members and should identify age-appropriate content (e.g., reading, math, history, social/emotional, arts, health) and process oriented (problem solving and collaboration skills, study skills) goals and objectives which promote meaningful participation in age-appropriate activities in home, recreational, educational, work and other aspects of community life, set a high standard of excellence and address the needs of all students.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
19. A variety of age-appropriate non-school instructional settings (e.g., daycare settings, the student's home, local stores, and job sites) should be available to students and matched to individual needs for learning new skills or for generalizing skills to new settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
20. The process for identifying curriculum content for an individual student with intensive needs in basic skill and/or social areas should include an analysis of the student's skills and interests and of the age-appropriate activities, skills and adaptations needed for the student to function in specific home, school, work, recreation and other community settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

Best Practice Survey Summary Chart	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
21. Objectives for students with intensive needs in basic skill and/or social areas should specify criteria which include performance in the student's home, school and other age-appropriate community settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
22. Students with intensive needs in basic skill and/or social areas should have paid work experiences in integrated community settings prior to leaving school.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
23. The system for monitoring the progress of students with intensive needs in basic skill and/or social areas should include: a) indications of level of independence on identified skills/activities; b) indications of environments in which those skills/activities have been demonstrated; c) an annual summary; and d) post school follow ups for purposes of program improvement.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
DELIVERY OF INSTRUCTIONAL SUPPORT SERVICES			
24. Instructional support services and staff (e.g., Chapter I, special education, speech and language, guidance, peer tutoring) should be incorporated into ongoing school and community activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
25. The decision to pull any student out of ongoing school or community activities to receive support services should be a team decision based upon documentation that the student's needs could not be achieved through the use of supplementary aides and services in the classroom. This decision should not be made based upon staff preferences.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
26. For students with needs (e.g., counseling, community-based training, medical) which cannot be met through ongoing activities, pull out should be scheduled during activities which the team determines to be lowest priority for the student.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
27. The delivery of instructional support services (e.g., consultation, training, technical assistance, cooperative planning with support staff, team teaching with support staff, support staff delivering direct services in the classroom, release time for planning, access to instructional support teams) should include support to teachers, teaching assistants, volunteers, and other direct instructional staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
INDIVIDUALIZED INSTRUCTION			
28. The school should provide all students with opportunities to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

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	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
29. The school should provide opportunities for all staff to become proficient at previewing instructional activities, giving clear written and verbal directions, checking for student understanding and giving students constructive feedback and positive reinforcement.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
30. The school should provide opportunities for all staff to become proficient in using a variety of instructional methods (e.g., cooperative learning, whole language, peer tutoring, drill and practice, incidental teaching, computer-assisted instruction), matching methods to individual student needs, and incorporating methods into ongoing activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
31. A variety of instructional groupings (e.g., small group, large group, multi-aged groups, cooperative group, individual instruction) should be available to all students and matched to individual student needs.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
32. A variety of instructors (e.g., teachers, teacher assistants, same-age peer tutors, cross-age peer tutors, peer mentors, volunteers) should be available to students and matched to individual student needs.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
33. The school should provide opportunities for all staff to become proficient at using a variety of instructional materials (e.g., real items, photographs, drawings, work sheets, textbooks, audio visuals), at matching materials to individual student needs, and incorporating materials into ongoing activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
34. The school should provide opportunities for all staff to become proficient at teaching several different goals from the same curriculum area through a single group activity (e.g., during a group math activity some students may be learning addition while others are learning counting or one-to-one correspondence).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
35. The school should provide opportunities for all staff to become proficient at teaching goals from different curriculum areas through a single group activity (e.g., during a group social studies activity some students may have a primary goal of learning the social studies content while others have primary goals of learning language, communication, or social skills).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
36. The school should provide opportunities for all staff and students to become proficient at identifying a variety of ways students can acquire or demonstrate skills/knowledge (e.g., signing, writing, typing, gesturing, oral tests or reports, art displays, taped presentations), matching them to individual student needs, and incorporating them into ongoing activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
37. For each lesson currently being taught, there should be a written instructional program or lesson plan which is available to all direct instructional staff.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
38. Student progress should be monitored and analyzed on a regularly scheduled basis.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
39. Decisions to modify instructional groupings, methods or materials should be based upon measures of student progress.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
40. A current schedule of daily student activities which describes what is being done, when, and with whom, should be available and readily accessible.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

TRANSITION PLANNING

41. There should be procedures for facilitating the smooth transition of all students from one educational setting to another, and from school to post-school life.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
42. A written plan for transitioning each student with intensive needs, including students who are gifted, from one educational setting to another should be developed and implemented in advance of the move (e.g., 6 to 9 months).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
43. For high school aged students with intensive needs, a written graduation plan for transition to post school life (e.g., employment, education, recreation, residential) should be developed and implemented well in advance of the transition (e.g., at age fourteen) and reviewed annually.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

FAMILY-SCHOOL COLLABORATION

44. The school should provide families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and the school.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
45. There should be information available to families which will assist them to access informal support networks and connect with community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation. mental health).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
46. The school should provide families with opportunities for consultation, training and follow-up from school staff to maximize their children's development in home and other community settings.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

	Level of Agreement with Practice	Level of Need for Improvement in Our School	# of Priority Checks
47. Families should be included in advisory, decision-making, and advocacy activities of the school (e.g., advisory committees, curriculum committees, development of the school philosophy and climate, school planning teams, staff development committees).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
48. Families should be included in the decision-making process to determine the high priority educational needs of their children, and how and where (school, home, or community settings) their children will be taught.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
49. Instructional planning should include procedures for assisting families to incorporate instruction and/or practice of skills into ongoing home and community activities.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT			
50. A plan for improving best practice-based services within the school should be developed every three to five years by a school planning team consisting of administrators, staff, students, parents, school board members and other community members.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
51. The school's plan should include: a) a review of the school's goals and the extent to which goals and best educational practices are achieved; b) an examination of services offered by the school and how they relate to student, family, and community needs; c) follow-up measures of students' performance in the next school setting or post school settings; and d) activities and timelines for improving best practices.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
52. The school planning team should meet periodically to monitor progress on implementing the school's plan and to make necessary adjustments in activities and timelines for achieving the plan.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
53. The school's plan and subsequent reports of progress in implementing the plan should be disseminated to parents, school district staff and community members.	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐
54. There should be a periodic evaluation of the planning process by school staff, students, parents, community members and persons from outside of the school (e,g,. staff from other schools, colleges and universities, state and local government).	% Agree % Disagree % Undecided	% High % Medium % Low % Undecided	☐

Best Practice Selection Worksheet

School _____ Date _____

Instructions

The first step in completing the *Best Practice Selection Worksheet* is to identify practices to be **considered** for improvement. At least 10 practices should be initially identified. As each practice is identified the small box on the worksheet located in the column titled **Select** should be checked.

1. **Categorize the Possible Changes Needed:** Circle **P** if policy changes are needed to improve the practice's availability. Circle **S** if service delivery system changes are needed for improvement (e.g., reallocating teacher time, changing job roles, hiring additional staff, arranging team meeting time during school hours, initiating a community-based training program). Circle **T** if training is needed to develop or implement the changes.

2. **Determine Priority Ranking:** Based upon the information gathered through the surveys and the estimation of the types of changes needed, each practice should be ranked from the most important practice to target for improvement (1= highest ranking) to the least important. If several practices carry equal importance, they may be assigned the same ranking. It is recommended that at least 10 statements be ranked.

Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

	Selected (✓ Box)	Changes Needed	Priority (1 = Highest)

SCHOOL CLIMATE AND STRUCTURE

No.	Best Practice	Selected (✓ Box)	Changes Needed	Priority (1 = Highest)
1.	The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate regular education and community settings.	☐	S P T	___
2.	The school's climate is established by administrators, staff, students, parents, school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff.	☐	S P T	___
3.	The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students.	☐	S P T	___
4.	The school provides ample opportunities for students, staff, administrators, parents, school board members and other community members to be recognized for their accomplishments, including helping others.	☐	S P T	___
5.	The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students are clearly delineated by administrators, staff, students, parents, school board members and other community members.	☐	S P T	___
6.	The school's professional development process is developed by administrators, staff, students, parents, school board members and other community members and includes inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.	☐	S P T	___
7.	The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) is developed by administrators, staff, students, parents, school board members and other community members and is available to all students and staff.	☐	S P T	___

S = Systems   P = Policy or Procedures   T = Training

Best Practice Selection Worksheet
Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

	Selected (✔ Box)	Changes Needed	Priority (1 = Highest)

COLLABORATIVE PLANNING

8. The school provides opportunities for staff, students, family members, and community members to become proficient at functioning in a collaborative manner (i.e. share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate team roles of facilitator, timekeeper and recorder).
☐   S P T   ___

9. The school provides time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services, and to provide timely consultation, support and technical assistance to families and staff.
☐   S P T   ___

10. For students with intensive needs in basic skill and/or social skill areas or who are challenged by their gifts and talents, individual student planning teams are convened which are responsible for the development and implementation of all aspects of the student's educational program (e.g., student goals, student schedules, procedures to address learning / behavior/ management issues, transition plans, strategies to support the student and his/her teachers and family).
☐   S P T   ___

11. Individual student planning teams consist of the student, family members, the student's general class teacher(s) and other appropriate persons based upon the student's needs (e.g., principal, Chapter I teacher, music teacher, physical therapist, one or two of the student's peers, teaching assistant, special educator, social worker, representatives of community agencies, family advocates).
☐   S P T   ___

12. The individual roles of each student planning team member, including related service providers and other consultants, are specified by the team and are supportive of the educational needs of the student.
☐   S P T   ___

SOCIAL RESPONSIBILITY

13. The school facilitates the development of social responsibility and self-reliance by promoting student participation in volunteer organizations and activities (e.g., community service activities, peer tutoring/mentoring activities, student government, participation in decision making about important school or community issues).
☐   S P T   ___

Page 2

S = Systems   P = Policy or Procedures   T = Training

Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

		Selected (✔ Box)	Changes Needed	Priority (1 = Highest)
14.	The school's curriculum provides structured opportunities for students to learn about and appreciate individual differences among people.	☐	S P T	___
15.	The school's curriculum provides structured opportunities for students to develop appropriate social skills (e.g. making friends, cooperating with others, sharing, listening, avoiding fighting) which include frequent practice during school, home and community activities.	☐	S P T	___
16.	The school provides opportunities for all students to participate in age-appropriate school sponsored extra-curricular activities (e.g., field trips, sports teams, clubs, dances, assemblies, student government).	☐	S P T	___
17.	For students with intensive needs in the social skill area, an individual program for increasing social skills is developed which includes: a) assessment of current skills in identified home, school and community settings; b) identification of adaptations and support needed to function in those settings; c) procedures for working with school staff and families to incorporate social skill training and/or practice into school and family routines.	☐	S P T	___

CURRICULUM PLANNING

		Selected (✔ Box)	Changes Needed	Priority (1 = Highest)
18.	The school's curricula are developed by teachers/staff, students, parents, administrators, and community members and identify age-appropriate content (e.g., language arts, math, history, social/emotional, arts, health) and process oriented (problem solving and collaboration skills, study skills) goals and objectives which promote meaningful participation in age-appropriate activities in home, recreational, educational, work and other aspects of community life, set a high standard of excellence and address the needs of all students.	☐	S P T	
19.	A variety of age-appropriate non-school instructional settings (e.g., daycare settings, the student's home, local stores, and job sites) are available to students and matched to individual needs for learning new skills or for generalizing skills to new settings.	☐	S P T	___
20.	The process for identifying curriculum content for an individual student with intensive needs in basic skill and/or social areas includes an analysis of the student's skills and interests and of the age-appropriate activities, skills and adaptations needed for the student to function in specific home, school, work, recreation and other community settings.	☐	S P T	___
21.	Objectives for students with intensive needs in basic skill and/or social areas specify criteria which include performance in the student's home, school and other age-appropriate community settings.	☐	S P T	___

S = Systems   P = Policy or Procedures   T = Training

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Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

		Selected (✔ Box)	Changes Needed	Priority (1 = Highest)
22.	Students with intensive needs in basic skill and/or social areas have paid work experiences in integrated community settings prior to leaving school.	☐	S P T	___
23.	The system for monitoring the progress of students with intensive needs in basic skill and/or social areas includes: a) indications of level of independence on identified skills/activities; b) indications of environments in which those skills/activities have been demonstrated; c) an annual summary; and d) post school follow ups for purposes of program improvement.	☐	S P T	___
DELIVERY OF INSTRUCTIONAL SUPPORT SERVICES				
24.	Instructional support services and staff (e.g., Chapter I, special education, speech and language, guidance, peer tutoring) are incorporated into ongoing school and community activities.	☐	S P T	___
25.	The decision to pull any student out of ongoing school or community activities to receive support services is a team decision based upon documentation that the student's needs could not be achieved through the use of supplementary aids and services in the classroom. This decision is not based upon staff preferences.	☐	S P T	___
26.	For students with needs (e.g., counseling, community-based training, medical) which cannot be met through ongoing activities, pull out is scheduled during activities which the team determines to be lowest priority for the student.	☐	S P T	___
27.	The delivery of instructional support services (e.g., consultation, training, technical assistance, cooperative planning with support staff, team teaching with support staff, support staff delivering direct services in the classroom, release time for planning, access to instructional support teams) includes support to teachers, teaching assistants, volunteers, and other direct instructional staff.	☐	S P T	___
INDIVIDUALIZED INSTRUCTION				
28.	The school provides all students with opportunities to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year.	☐	S P T	___
29.	The school provides opportunities for all staff to become proficient at previewing instructional activities, giving clear written and verbal directions, checking for student understanding and giving students constructive feedback and positive reinforcement.	☐	S P T	___

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S = Systems   P = Policy or Procedures   T = Training

Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

	Selected (✔ Box)	Changes Needed	Priority (1 = Highest)
30. The school provides opportunities for all staff to become proficient in using a variety of instructional methods (e.g., cooperative learning, whole language, peer tutoring, drill and practice, incidental teaching, computer-assisted instruction), matching methods to individual student needs, and incorporating methods into ongoing activities.	☐	S P T	___
31. A variety of instructional groupings (e.g., small group, large group, multi-aged groups, cooperative group, individual instruction) is available to all students and matched to individual student needs.	☐	S P T	___
32. A variety of instructors (e.g., teachers, teacher assistants, same-age peer tutors, cross-age peer tutors, peer mentors, volunteers) are available to students and matched to individual student needs.	☐	S P T	___
33. The school provides opportunities for all staff to become proficient at using a variety of instructional materials (e.g., real items, photographs, drawings, work sheets, textbooks, audio/visuals), at matching materials to individual student needs, and incorporating materials into ongoing activities.	☐	S P T	___
34. The school provides opportunities for all staff to become proficient at teaching several different goals from the same curriculum area through a single group activity (e.g., during a group math activity some students may be learning addition while others are learning counting or one-to-one correspondence).	☐	S P T	___
35. The school provides opportunities for all staff to become proficient at teaching goals from different curriculum areas through the same group activity (e.g., during a group social studies activity some students may have a primary goal of learning the social studies content while others have primary goals of learning language, communication).	☐	S P T	___
36. The school provides opportunities for all staff and students to become proficient at identifying a variety of ways students can acquire or demonstrate skills/knowledge (e.g., signing, writing, typing, gesturing, oral tests or reports, art displays, taped presentations), matching them to individual student needs, and incorporating them into ongoing activities.	☐	S P T	___
37. For each lesson currently being taught, there is a written instructional program or lesson plan which is available to all direct instructional staff.	☐	S P T	___
38. Student progress is monitored and analyzed on a regularly scheduled basis.	☐	S P T	___

S = Systems   P = Policy or Procedures   T = Training

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Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

		Selected (✓ Box)	Changes Needed	Priority (1 = Highest)
39.	Decisions to modify instructional groupings, methods or materials are based upon measures of student progress.	☐	S P T	___
40.	A current schedule of daily student activities which describes what is being done, when, and with whom, is available and readily accessible.	☐	S P T	___
TRANSITION PLANNING				
41.	There are procedures for facilitating the smooth transition of all students from one educational setting to another, and from school to post-school life.	☐	S P T	___
42.	A written plan for transitioning each student with intensive needs, including students who are gifted, from one educational setting to another is developed and implemented in advance of the move (e.g., 6 to 9 months).	☐	S P T	___
43.	For high school aged students with intensive needs, a written graduation plan for transition to post school life (e.g., employment, education, recreation, residential) is developed and implemented well in advance of the transition (e.g., at age fourteen) and reviewed annually.	☐	S P T	___
FAMILY-SCHOOL COLLABORATION				
44.	The school provides families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and the school.	☐	S P T	___
45.	There is information available to families which assists them to access informal support networks and connect with community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation, mental health).	☐	S P T	___
46.	The school provides families with opportunities for consultation, training and follow-up from school staff to maximize their children's development in home and other community settings.	☐	S P T	___
47.	Families are included in advisory, decision-making, and advocacy activities of the school (e.g., advisory committees, curriculum committees, development of the school philosophy and climate, school planning teams, staff development committees).	☐	S P T	___
48.	Families are included in the decision making process to determine the high priority educational needs of their children, and how and where (school, home, or community settings) their children will be taught.	☐	S P T	___
49.	Instructional planning includes procedures for assisting families to incorporate instruction and/or practice of skills into ongoing home and community activities.	☐	S P T	___

S = Systems   P = Policy or Procedures   T = Training

Best Practice Selection Worksheet

Best Practice Guidelines For Meeting The Needs Of All Students In Local Schools

	Selected (✔ Box)	Changes Needed	Priority (1 = Highest)

PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT

50. A plan for improving best practice-based services within the school is developed every three to five years by a school planning team consisting of administrators, staff, students, parents, school board members and other community members.

51. The school's plan includes: a) a review of the school's goals and the extent to which goals and best educational practices are achieved; b) an examination of services offered by the school and how they relate to student, family, and community needs; c) follow-up measures of students' performance in the next school setting or post school settings; and d) activities and timelines for improving best practices.
   ☐ S P T ___

52. The school planning team meets periodically to monitor progress on implementing the school's plan and to make necessary adjustments in activities and timelines for achieving the plan.
   ☐ S P T ___

53. The school's plan and subsequent reports of progress in implementing the plan are disseminated to parents, school district staff and community members.
   ☐ S P T ___

54. There is a periodic evaluation of the planning process by school staff, students, parents, community members and persons from outside of the school (e.g., staff from other schools, colleges and universities, state and local government).
   ☐ S P T ___

(Item 50) ☐ S P T ___

Comments:

S = Systems   P = Policy or Procedures   T = Training

Action Plan

Area _____

Best Practice Statement:

Changes in Service Delivery (Systems Change)	Changes in Policies or Procedures (Policy Change)	Training Needs (Staff, Students. Community)

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Systems Change Summary Sheet

School_____ — Date_____

Proposed Systems Change	Best Practices Impacted	Steps to Initiate Change	Person(s) Responsible	Projected Completion Date

ERIC

Policy Change Summary Sheet

School_____ Date_____

Proposed Policy/Procedure Change	Best Practices Impacted	Steps to Initiate Change	Person(s) Responsible	Projected Completion Date

Training Activities Summary Sheet

School_____ — Date_____

Training Objective	Best Practices Impacted	Audience and Trainers	Time Location Format	Expected Outcomes	Projected Completion Date

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Appendix B

Forms for Completing the

Individual Student Planning Team Process

Team Management Plan

Student _____   Year _____

Core Planning Team Members   **Position**

_____

_____

_____

_____

_____

_____

Extended Planning Team Members   **Position**   **Info. Backup**

_____

_____

_____

_____

_____

_____

_____

When will the the Team meet during the school year?

Core Team:
Day of Week _____
Time_____
Weekly ☐
Every Other Week ☐
Other_____

Extended Team:
Day of Week _____
Time _____ _____
Weekly ☐
Every Other Week ☐
Monthly ☐
Other _____

If additional meetings (core or extended) are needed who will be responsible for arranging them?_____

If the student or his/her parents cannot attend meetings, how will the team keep them informed and solicit their input?

Who is the primary parent contact person?_____

If a teaching assistant is assigned, who is primarily responsible for supervising the assistant? _____

Who is primarily responsible for monitoring the student's:

        physical management needs?_____
        behavior management strategies?_____
        social integration strategies?_____
        transitions between activities/classes?_____

Team Meeting Worksheet

Student _____   Date _____

Team Members Present

_____

_____

_____

_____

Team Members Absent   **Information Backup**

_____

_____

_____

Roles:	For This Meeting	For Next Meeting
Facilitator		
Recorder		
Timekeeper		
Encourager		

Agenda for This Meeting   **Time Limit**

1.

2.

3.

4.

5.

Agenda for the Next Meeting   **Next Meeting Date** _____

1.

2.

3.

4

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Minutes	Task	Person(s) Responsible	Completed By (Date)

Team _____ Date _____

Team Goals

Why are we meeting? What do we hope to accomplish as a team?
What is the focus of our planning?

My Individual Goals

Why am I a member of this team? What do I hope to accomplish as a team member? How can I
improve myself through this experience? What can I offer to the team?

Team Member Checklist

Name _____ Date_____

    ☐ *I contributed my ideas.*

    ☐ *I encouraged others to contribute their ideas.*

☐ *I listened to and expressed support and acceptance of other's ideas.*

    ☐ *I expressed my feelings.*

☐ *I offered my personal and professional resources to support the team.*

    ☐ *I asked for clarification and help when needed.*

    ☐ *I helped the group keep working.*

    ☐ *I maintained a sense of humor.*

    ☐ *I recorded group and individual tasks.*

    ☐ *I enjoyed myself.*

My Personal Goals

☐ _____

☐ _____

☐ _____

Adapting the Student Planning Process

✓ Tasks to be completed. Cross out tasks which the team will not complete. List additional tasks the team will complete.

Task 1 Establish the Planning Team

a. Student Assigned to Age-appropriate Classes ☐

b. Identify Team Membership ☐

c. Facilitation of Family Participation on the Student's Team ☐

d. Development of Teaming Procedures ☐

_____

_____

_____

Task 2 Identify Fundamental Values, the Student's Strengths, Best Practice Needs and Skills to be Taught

Identify Fundamental Values ☐

Identify Students Strengths and Educational Needs ☐

Identify Skill Areas to Be Taught ☐

Identify Best Practice Needs ☐

_____

_____

_____

Task 3 Complete the Activity Matrix ☐

_____

_____

Task 4 Determine Support Tasks ☐

_____

_____

Task 5 Monitor Progress and Evaluate the Availability of Best Practices to the Student's Program

Monitor Progress ☐

Evaluate Best Practice Availability ☐

_____

_____

Task 6 Transition to Next Grade ☐

_____

_____

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(Fundamental Values)

Student _____   Date _____

*Each of the value areas listed below should be an integral part of every student's educational experience.
We will attempt to insure that the selected value areas are incorporated into every activity and
experience that the student engages in as a part of his educational program.*

Select (✓) Up to Three Value Areas Which are of Particular Importance to This Student:

Academics ☐ *Comments:*

Social Acceptance/Friendships ☐ *Comments:*

Health/Safety ☐ *Comments:*

Self Concept/Self Esteem ☐ *Comments:*

Choice Making ☐ *Comments:*

Self Control/Self Management ☐ *Comments:*

Inclusion in Integrated Activities ☐ *Comments:*

Other (Specify):

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Student Assessment Worksheet

Student _____ Date _____

	Areas To Be Assessed	Person(s) Responsible	To Be Completed By
Review of Records			
Interviews (specify instrument) Parents -			
Current Teachers (list persons and instruments) 1. 2. 3.			
Past Teachers (list persons and specify instruments) 1. 2. 3.			
Others (list persons and specify instruments) 1. 2.			
Observational Assessments **Elicited** (list specific instruments) 1. 2. 3. 4. 5.			
Non-elicited Classroom ☐ Cafeteria ☐ Playground ☐ Home ☐ Other (list) 1. 2.			
Training-Based Assessments (describe):			

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Skill Areas To Be Taught

Student _____   Date _____

Completed by _____

Next Major Transition(s) _____

Basic Communication

Priority Domain ☐

> show preferences, indicate more, indicate rejection/protest, indicate wants/needs, initiate socially, respond to social intitations, participate in turn taking, make choices **other:**

Language

Priority Domain ☐

> follow directions, receptive vocabulary, expressive vocabulary, length of utterance, articulation, categories, relational concepts, temporal relations, opposites **other:**

Social Relationships/Self Management

Priority Domain ☐

> prosocial skills (e.g., participation, know feelings, offer assistance, salutations, questioning, praise, cooperative, work/study habits, deal with anger, use self control, follow rules, avoid trouble, say no, make a decision, solve problems), relate information, quality of communication, eye contact, facial expressions, posture, interpersonal distance, physical appearance, hygiene, physical contact, social anonymity, family life, follow personal schedule, create schedule **other:**

Motor

Priority Domain ☐

> oral motor, posture/position, prehension, pointing, manipulation, mobility **other:**

Reading

Priority Domain ☐

> survival words, signs or labels, schedules, maps, listings, illustrated advertisements, instructions, forms, books, word attack skills, formal reading programs **other:**

Writing

Priority Domain ☐

> hold pencil, color, trace, copy, write single letters, write numbers, write words, write thoughts, write paragraphs, write stories, book reports, research reports **other:**

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Skill Areas To Be Taught

Math

Priority
Domain

☐

one/many, one-to-one-correspondence, equivalence, more or less, count objects, count by rote, identify/label numerals, order numerals, count by multiples, tell time, money, add, subtract, multiply, divide, formal math programs **other:**

Personal Care

Priority
Domain

☐

eat, toilet, take off clothes, put on clothes, select clothing, store clothing after use, wash hands and face, bathe, shower, wash hair, blow dry hair, comb hair, use barber/beauty shop, shave face/legs/underarms, menstrual care **other:**

Safety

Priority
Domain

☐

respond to emergencies, community orientation, community mobility, playground safety, poisons, strangers, lost **other:**

Dining/Food

Priority
Domain

☐

plan meals, prepare meals, set and clear table, wash and dry dishes, fast food restaurant, sit down restaurant, cafeteria, bag lunch, vending machines, snack shop, street vender **other:**

Clothing Care

Priority
Domain

☐

automatic washing machine, coin operated machine, hand wash clothing, automatic clothes dryer, coin operated dryer, line drv, fold clothing, iron clothing, store clothing, dry clean **other:**

Home Care

Priority
Domain

☐

straighten rooms, dust rooms, sweep/mop floors, vacuum, wet mop, wash windows, clean bathroom, clean kitchen, wash windows, take out trash, recycle, make bed, change linens, water, mow lawns, rake, shovel snow **other:**

Skill Areas To Be Taught

Money Management

Priority
Domain ☐

budget, pay bills by mail, pay bills in person, checking account, savings account, cash card **other:**

School Inclusion

Priority
Domain ☐

teacher directed small groups, teacher directed large groups, student directed small groups, cooperative groups, independent work, peer tutoring, computer use, cafeteria use, library use, free time/recess, extra-curricular activities, school jobs, school mobility
other:

Vocational

Priority
Domain ☐

apply for work, regular work routine, payday work routine, specific jobs
other:

Recreation

Priority
Domain ☐

exercise, games, crafts and hobbies, sports, events (dance, community events), spectator activities (play, sports), communication activities (phones friends, hanging out), mini day trips (park, mall, zoo)
other:

COMMENTS

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

TO BE COMPLETED *PRIOR* TO DEVELOPING THE STUDENT'S PLAN

Part I
Determine importance of each best practice to the development of the student's program.

Near the beginning of the student planning process, the team should complete Part I of the checklist by checking the boxes in the first column titled "Important to Student's Program" for each best practice which the team determines to be of particular importance for developing the student's educational plan. Items checked should be incorporated in the student's educational plan and/or system for supporting the student and her family.

TO BE COMPLETED *AFTER* THE STUDENT'S PLAN HAS BEEN IMPLEMENTED

Part II
Determine if each important best practice (those previously checked in Part I) was adequately incorporated into the student's program.

After the student's program has been implemented, the team reviews Part I and completes Part II of the checklist. The team should check each box in column two, **"Practice Not Adequately Incorporated Into Student's Program"**, for those practices which were checked as important during Part I and which the team could not adequately incorporate into the students educational plan or system for supporting the student or her family.

Part III
Make Recommendations for improving the availability of practices important to the student.

For those practices checked in Part II, the team should generate recommendations for making them available to the student. Recommendations should be given to the *School Planning Team* to incorporate in action plans for improving best practices for all students within the school.

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

Student _____ Date (Part I) _____ Date (Part II & III) _____

	Important to Student's Program	Practice Not Adequately Incorporated into Student's Program
	Part I	Part II
SCHOOL CLIMATE AND STRUCTURE		
1. The school's philosophy statement and objectives are developed by administrators, staff, students, parents, school board members and other community members and reflect the school's commitment to meeting the individual needs of all students in age-appropriate regular education and community settings.	☐	☐
2. The school's climate is established by administrators, staff, students, parents, school board members and other community members and promotes respect for individual differences among students, encourages the development of positive self-esteem, establishes high achievement expectations for all students, and encourages the development of caring personal relationships among students and staff.	☐	☐
3. The school's code of conduct for students and staff is established by administrators, staff, students, parents, school board members and other community members, emphasizes positive behavior, is applied in a consistent, fair manner, and takes into account the unique needs of individual students.	☐	☐
4. The school provides ample opportunities for students, staff, administrators, parents, school board members and other community members to be recognized for their accomplishments, including helping others.	☐	☐
5. The general roles and responsibilities of all school staff (including contracted staff such as an occupational therapist or psychologist) relative to providing instruction and support to all students are clearly delineated by administrators, staff, students, parents, school board members and other community members.	☐	☐
6. The school's professional development process is developed by administrators, staff, students, parents, school board members and other community members and includes inservice training, regularly scheduled observations with feedback, technical assistance, peer coaching, and mentoring.	☐	☐
7. The school's instructional support system (e.g., classroom-based model for delivering support services, teacher assistance team, individual student planning teams, special education pre-referral process, volunteer system) is developed by administrators, staff, students, parents, school board members and other community members and is available to all students and staff.	☐	☐

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Important to Student's Program — Part I	Practice Not Adequately Incorporated into Student's Program — Part II
COLLABORATIVE PLANNING		
8. The school provides opportunities for staff, students, family members, and community members to become proficient at functioning in a collaborative manner (i.e., share responsibility and resources, make decisions by consensus, use a structured meeting agenda format, rotate team roles of facilitator, timekeeper and recorder).	☐	☐
9. The school provides time during school hours for instructional support teams (e.g., individual student planning teams, teacher assistance teams, teaching teams) to meet and for individual team members to monitor services, and to provide timely consultation, support and technical assistance to families and staff.	☐	☐
10. For students with intensive needs in basic skill and/or social skill areas or who are challenged by their gifts and talents, individual student planning teams are convened which are responsible for the development and implementation of all aspects of the student's educational program (e.g., student goals, student schedules, procedures to address learning/behavior/management issues, transition plans, strategies to support the student and his/her teachers and family).	☐	☐
11. Individual student planning teams consist of the stud...nt, family members, the student's general class teacher(s) and other appropriate persons based upon the student's needs (e.g., principal, Chapter I teacher, music teacher, physical therapist, one or two of the student's peers, teaching assistant, special educator, social worker, representatives of community agencies, family advocates).	☐	☐
12. The individual roles of each student planning team member, including related service providers and other consultants, are specified by the team and are supportive of the educational needs of the student.	☐	☐
SOCIAL RESPONSIBILITY		
13. The school facilitates the development of social responsibility and self-reliance by promoting student participation in volunteer organizations and activities (e.g., community service activities, peer tutoring/mentoring activities, student government, participation in decision making about important school or community issues).	☐	☐
14. The school's curriculum provides structured opportunities for students to learn about and appreciate individual differences among people.	☐	☐
15. The school's curriculum provides structured opportunities for students to develop appropriate social skills (e.g., making friends, cooperating with others, sharing, listening, avoiding fighting) which include frequent practice during school, home and community activities.	☐	☐

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Important to Student's Program — Part I	Practice Not Adequately Incorporated into Student's Program — Part II
16. The school provides opportunities for all students to participate in age-appropriate school sponsored extra-curricular activities (e.g., field trips, sports teams, clubs, dances, assemblies, student government).	☐	☐
17. For students with intensive needs in the social skill area, an individual program for increasing social skills is developed which includes: a) assessment of current skills in identified home, school and community settings; b) identification of adaptations and support needed to function in those settings; c) procedures for working with school staff and families to incorporate social skill training and/or practice into school and family routines.	☐	☐

CURRICULUM PLANNING

	Important to Student's Program — Part I	Practice Not Adequately Incorporated into Student's Program — Part II
18. The school's curricula are developed by teachers/staff, students, parents, administrators, and community members and identify age-appropriate content (e.g., language arts, math, history, social/emotional, arts, health) and process oriented (problem solving and collaboration skills, study skills) goals and objectives which promote meaningful participation in age-appropriate activities in home, recreational, educational, work and other aspects of community life, set a high standard of excellence and address the needs of all students.	☐	☐
19. A variety of age-appropriate non-school instructional settings (e.g., daycare settings, the student's home, local stores, and job sites) are available to students and matched to individual needs for learning new skills or for generalizing skills to new settings.	☐	☐
20. The process for identifying curriculum content for an individual student with intensive needs in basic skill and/or social areas includes an analysis of the student's skills and interests and of the age-appropriate activities, skills and adaptations needed for the student to function in specific home, school, work, recreation and other community settings.	☐	☐
21. Objectives for students with intensive needs in basic skill and/or social areas specify criteria which include performance in the student's home, school and other age-appropriate community settings.	☐	☐
22. Students with intensive needs in basic skill and/or social areas have paid work experiences in integrated community settings prior to leaving school.	☐	☐
23. The system for monitoring the progress of students with intensive needs in basic skill and/or social areas includes: a) indications of level of independence on identified skills/activities; b) indications of environments in which those skills/activities have been demonstrated; c) an annual summary; and d) post school follow ups for purposes of program improvement.	☐	☐

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Important to Student's Program — Part I	Practice Not Adequately Incorporated into Student's Program — Part II

DELIVERY OF INSTRUCTIONAL SUPPORT SERVICES

24. Instructional support services and staff (e.g., Chapter I, special education, speech and language, guidance, peer tutoring) are incorporated into ongoing school and community activities. ☐ ☐

25. The decision to pull any student out of ongoing school or community activities to receive support services is a team decision based upon documentation that the student's needs could not be achieved through the use of supplementary aids and services in the classroom. This decision is not based upon staff preferences. ☐ ☐

26. For students with needs (e.g., counseling, community-based training, medical) which cannot be met through ongoing activities, pull out is scheduled during activities which the team determines to be lowest priority for the student. ☐ ☐

27. The delivery of instructional support services (e.g., consultation, training, technical assistance, cooperative planning with support staff, team teaching with support staff, support staff delivering direct services in the classroom, release time for planning, access to instructional support teams) includes support to teachers, teaching assistants, volunteers, and other direct instructional staff. ☐ ☐

INDIVIDUALIZED INSTRUCTION

28. The school provides all students with opportunities to set personal goals and to plan, with parents and teachers, how their goals will be addressed during the school year. ☐ ☐

29. The school provides opportunities for all staff to become proficient at previewing instructional activities, giving clear written and verbal directions, checking for student understanding and giving students constructive feedback and positive reinforcement. ☐ ☐

30. The school provides opportunities for all staff to become proficient in using a variety of instructional methods (e.g., cooperative learning, whole language, peer tutoring, drill and practice, incidental teaching, computer-assisted instruction), matching methods to individual student needs, and incorporating methods into ongoing activities. ☐ ☐

31. A variety of instructional groupings (e.g., small group, large group, multi-aged groups, cooperative group, individual instruction) is available to all students and matched to individual student needs. ☐ ☐

32. A variety of instructors (e.g., teachers, teacher assistants, same-age peer tutors, cross-age peer tutors, peer mentors, volunteers) are available to students and matched to individual student needs. ☐ ☐

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Important to Student's Program	Practice Not Adequately Incorporated into Student's Program
	Part I	Part II
33. The school provides opportunities for all staff to become proficient at using a variety of instructional materials (e.g., real items, photographs, drawings, work sheets, textbooks, audio /visuals), at matching materials to individual student needs, and incorporating materials into ongoing activities.	☐	☐
34. The school provides opportunities for all staff to become proficient at teaching several different goals from the same curriculum area through a single group activity (e.g., during a group math activity some students may be learning addition while others are learning counting or one-to-one correspondence).	☐	☐
35. The school provides opportunities for all staff to become proficient at teaching goals from different curriculum areas through the same group activity (e.g., during a group social studies activity some students may have a primary goal of learning the social studies content while others have primary goals of learning language, communication).	☐	☐
36. The school provides opportunities for all staff and students to become proficient at identifying a variety of ways students can acquire or demonstrate skills/knowledge (e.g., signing, writing, typing, gesturing, oral tests or reports, art displays, taped presentations), matching them to individual student needs, and incorporating them into ongoing activities.	☐	☐
37. For each lesson currently being taught, there is a written instructional program or lesson plan which is available to all direct instructional staff.	☐	☐
38. Student progress is monitored and analyzed on a regularly scheduled basis.	☐	☐
39. Decisions to modify instructional groupings, methods or materials are based upon measures of student progress.	☐	☐
40. A current schedule of daily student activities which describes what is being done, when, and with whom, is available and readily accessible.	☐	☐
TRANSITION PLANNING		
41. There are procedures for facilitating the smooth transition of all students from one educational setting to another, and from school to post-school life.	☐	☐
42. A written plan for transitioning each student with intensive needs, including students who are gifted, from one educational setting to another is developed and implemented in advance of the move (e.g., 6 to 9 months).	☐	☐
43. For high school aged students with intensive needs, a written graduation plan for transition to post-school life (e.g., employment, education, recreation, residential) is developed and implemented well in advance of the transition (e.g., at age fourteen) and reviewed annually.	☐	☐

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BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Important to Student's Program Part I	Practice Not Adequately Incorporated into Student's Program Part II
FAMILY-SCHOOL COLLABORATION		
44. The school provides families with the freedom to visit the school and to communicate regularly with school staff on topics important to both the family and the school.	☐	☐
45. There is information available to families which assists them to access informal support networks and connect with community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation, mental health).	☐	☐
46. The school provides families with opportunities for consultation, training and follow-up from school staff to maximize their children's development in home and other community settings.	☐	☐
47. Families are included in advisory, decision-making, and advocacy activities of the school (e.g., advisory committees, curriculum committees, development of the school philosophy and climate, school planning teams, staff development committees).	☐	☐
48. Families are included in the decision-making process to determine the high priority educational needs of their children, and how and where (school, home, or community settings) their children will be taught.	☐	☐
49. Instructional planning includes procedures for assisting families to incorporate instruction and/or practice of skills into ongoing home and community activities.	☐	☐
PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT		
50. A plan for improving best practice-based services within the school is developed every three to five years by a school planning team consisting of administrators, staff, students, parents, school board members and other community members.	☐	☐
51. The school's plan includes: a) a review of the school's goals and the extent to which goals and best educational practices are achieved; b) an examination of services offered by the school and how they relate to student, family, and community needs; c) follow-up measures of students' performance in the next school setting or post school settings; and d) activities and timelines for improving best practices.	☐	☐
52. The school planning team meets periodically to monitor progress on implementing the school's plan and to make necessary adjustments in activities and timelines for achieving the plan.	☐	☐
53. The school's plan and subsequent reports of progress in implementing the plan are disseminated to parents, school district staff and community members.	☐	☐
54. There is a periodic evaluation of the planning process by school staff, students, parents, community members and persons from outside of the school (e.g., staff from other schools, colleges and universities, state and local government).	☐	☐

BEST PRACTICE CHECKLIST FOR INDIVIDUAL STUDENTS

	Part I	Part II

Part III
Item Number

Recommendations for making item available

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ACTIVITIES MATRIX

Student _____ Grade _____ Date _____

Alternative Activities Listed by Number		Other Activities	Home/Family
REGULAR EDUCATION ACTIVITIES			
Length of Time for Activity			
Fundamental Values			
General Ed. Content			
Curriculum Adaptations			
Accommodations			
SKILL AREAS			

Activity Selection Worksheet

Student _____   Date _____

Activity/Class _____

Curriculum Adaptations:

The student will learn all of the general education content.   ☐

The student will learn a sub-set of the content.   ☐

The student will learn different content from the same content area.   ☐

The student will not learn the general education content.   ☐

Other adaptations (list):

Specific Skills from Priority Skill Areas to be Addressed

Accommodations

Class/Activity Summary Form

Teacher _____ Activity/Class _____

Student _____ Year _____ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ **Quarter**

Student's General Education Outcomes

Items Addressed Each Week(✔)

	Week	1	2	3	4	5	6	7	8	9

Priority Skill Area

Items Addressed Each Week(✔)

Priority Skill Area

Items Addressed Each Week(✔)

Items Addressed Each Week(✔)

Priority Skill Area   Week 1 2 3 4 5 6 7 8 9

	1	2	3	4	5	6	7	8	9

Priority Skill Area   **Items Addressed Each Week(✔)**

Priority Skill Area   **Items Addressed Each Week(✔)**

Priority Skill Area   **Items Addressed Each Week(✔)**

Accommodations

ACTIVITY COMPATIBILITY PLAN

Student _____ Class _____ Teacher _____

Description of Class Activities (e.g., lecture, drill)

	Does the Activity have Instructional Value?
1.	1. Yes No
2.	2. Yes No
3.	3. Yes No
4.	4. Yes No
5.	5. Yes No
6.	6. Yes No

OUTCOMES FOR GROUP

	STUDENT CAN BENEFIT

OUTCOMES FOR STUDENT

	OTHER STUDENTS USE/PRACTICE DURING CLASS

ARRANGEMENT

	CURRENTLY USED IN THE GROUP	STUDENT CAN WORK IN	CHANGES NEEDED
Large Group			
Small Group - Teacher Directed			
Small Group - Student Directed			
Cooperative Group			
Independent			
1:1 in a Small Group Context			
Other:			

Comments

TEACHING METHODS

	CURRENTLY USED IN THE GROUP	STUDENT CAN BENEFIT FROM	CHANGES NEEDED
Verbal Directions			
Lecture			
Questioning			
Discussion			
Teacher Demonstration / Model			
Coaching			
Drill and Practice			
Computer Aided			
Shaping			
Fading			
Time delay			
Other			

Comments

MATERIALS

	CURRENTLY USED IN THE GROUP	STUDENT CAN BENEFIT FROM	CHANGES NEEDED
Real Items			
Photographs			
Miniature Objects			
Line Drawings			
Work Books / Work Sheets			
Textbooks			
Audio / Visual			
Concrete Experience			
Paper and Pencil			
Test Forms			
Other			

Comments

STUDENT RESPONSE

	CURRENTLY USED IN GROUP	STUDENT CAN USE	CHANGES NEEDED
Look At			
Touch			
Pick Up			
Point At			
Mark Choice			
Draw Line to Connect			
Underline			
Color			
Write Short Answers			
Write Long Exercises			
Write Numerals, Math Problems			
Label Items			
Reply "Yes/No" or "Don't Know"			
Simple Words or Phrases			
Say Short Answers			
Read Aloud			
Express Thoughts and Feelings			
Make Formal Presentations			
Other			

Comments

Brainstormed Options

Student _____

Class _____ **Teacher** _____ **Date** _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Adaptations/Changes

Student_____

Class_____ Teacher_____ Date____

1.

2.

3.

4.

5.

6.

Evaluation Questions

Will the adaptations/changes:
Draw negative attention to the student? Make the student stand out? Be too intrusive?
Provide sufficient opportunities for the student to practice/learn her objectives for the activity?
Be practical? Provide sufficient opportunities for the student to participate in the activity with
fellow students?

Will fellow students be involved in implementing the adaptations/changes?

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Support Task Planning Sheet

Student _____   Date _____

Task	Person(s) Responsible	Date Initiated	Date Completed

Priority Skill Areas - Program Summary

Student Name _____ Date Initiated _____	First Quarter Summary Second Quarter Summary		Third Quarter Summary End of Year Summary	
Selected Skill Areas and Skills			COMMENTS **Summary Key:** A = Accomplished P = Making Progress C = Little Progress, but will Continue Program D = Dropped	

ACTIVITY/CLASS MANAGEMENT PLAN

Activity/Class _____

Number of Students _____ Location of Activity _____

Instructor_____

Additional Adults are Required During the Activity/Class to:

     Provide instruction to the student ☐
     Provide instruction to other students ☐
     Manage the student's physical needs ☐
     Implement behavior management strategies ☐
     Implement social integration strategies ☐
     Provide assistance during transitions ☐
     Train and monitor peer tutor/buddies ☐
     Other _____

If a teaching assistant or volunteer is available, who is responsible for the daily supervision? _____

Who is responsible for designing the student's instructional programs?

_____

Who is responsible for interfacing the student's program with ongoing activities? _____

How often will instructional data be collected? _____

Who is responsible for providing training and follow-up to direct instructional staff?

_____

How often will training/follow-up occur?_____

When will training/follow-up occur?_____

If individualized instructional materials are necessary, who will develop the student's materials? _____

Comments:

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