

DOCUMENT RESUME

ED 393 276

EC 304 723

TITLE Promoting Access for Children with Exceptionalities: Dual Sensory Impairments Pilot Project. Final Report.

INSTITUTION Kansas State Board of Education, Topeka.

SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE 96

CONTRACT H025A20039

NOTE 53p.

PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Check Lists; Consultation Programs; Curriculum Development; *Deaf Blind; Educational Practices; Elementary Secondary Education; *Inclusive Schools; *Inservice Teacher Education; Internship Programs; Mainstreaming; Models; Pilot Projects; Preschool Education; *Technical Assistance

IDENTIFIERS *Kansas

ABSTRACT

This final report describes activities and accomplishments of a federally supported pilot project promoting access to inclusive education for Kansas children with dual sensory impairments. The project focused on developing a system of technical assistance and training to provide education for students with dual sensory impairments in general education settings. The project developed and provided a systematic method of training staff through comprehensive internship training and technical assistance. The project also identified effective practices related to the unique needs of students with deaf-blindness in inclusive school and community settings and developed a training curriculum incorporating these effective practices. The internship curriculum consists of components designed to provide individualized training based upon the needs of each intern or local team. Six model sites provided internships. Follow-up technical assistance assured that action plans developed during the internship program were implemented appropriately. A network of support systems was identified to continue the internship program after the project. The report describes the project's purpose, goals and objectives, conceptual framework, accomplishments, departures from original objectives and activities, findings, impact, products, dissemination, and implications. Appended are the Kansas Checklist for Identifying Characteristics of Effective Inclusive Programs; summaries of seven internship training modules on family involvement, instructional/student support teams, curriculum and instruction, administrative leadership, assessment and program planning, friendships, and transition; and program administration forms.

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**PROMOTING ACCESS FOR CHILDREN WITH EXCEPTIONALITIES:
DUAL SENSORY IMPAIRMENTS PILOT PROJECT
Project #H025A20039**

FINAL REPORT

1996

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EXECUTIVE SUMMARY

PROMOTING ACCESS FOR CHILDREN WITH EXCEPTIONALITIES: DUAL SENSORY IMPAIRMENTS PILOT PROJECT

Promoting Access for Children with Exceptionalities: Dual Sensory Impairments Pilot Project is a special project of the Kansas State Board of Education's Special Education Outcomes Team aimed at developing a system of technical assistance and training to provide education for students with dual sensory impairments in general education settings and activities. Through this project, the State of Kansas will meet the federal priority of facilitating the establishment of validated, effective, educational practices in the least restrictive school and community environments.

This project has supplemented and expanded upon current staff development activities provided through the Kansas Part C Section 622 Deaf-Blind Project. Thorough complementary activities, the project has developed and provided a systematic method of training staff through a comprehensive internship training and technical assistance model. The pilot project has identified effective practices related to the unique needs of students with deaf-blindness in inclusive school and community settings. A training curriculum has been developed to address identified effective practices. The internship curriculum consists of components designed to provide individualized training based upon the needs of each intern or local team. Six model sites provide internships - opportunities for on-site training with master teachers and experienced staff. Follow-up technical assistance assures that action plans developing during the internship program are implemented and supplemental assistance is provided and needed. A network of support systems has been identified to continue the internship program once project support ends.

Project activities enable parents, educational and administrative staff to gain information and skills needed to provide educational programs for students with dual sensory impairments in integrated school and community environments. The expertise developed at the local level empowers districts and schools to continue best practice development as project assistance phases out.

**Promoting Access for Children with Exceptionalities:
Dual-Sensory Impairments Pilot Project**

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SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
CFDA - STATE AND MULTI-STATE PROJECTS

PROMOTING ACCESS FOR CHILDREN WITH EXCEPTIONALITIES:
DUAL-SENSORY IMPAIRMENTS PILOT PROJECT
FINAL REPORT

I. PURPOSE

The purpose of this pilot project was to develop a system of technical assistance and training to provide education for students with dual sensory impairments in general education settings and activities. The project supplemented and expanded current 711- Part C training activities. The pilot project identified effective practices related to the unique needs of students with deaf-blindness in inclusive school and community settings. A training curriculum was then developed for teachers, service providers, administrators and family members to personalize on-site training and mentorship opportunities. Intensive follow-up support and training supplemented the internships to ensure implementation. A network of support systems is in place to continue the training model. Six goals and thirty three objectives provided the framework for the activities of this project:

II. PROJECT GOALS AND OBJECTIVES

GOAL 1: IDENTIFY CURRENT EFFECTIVE PRACTICES RELATED TO INCLUDING STUDENTS WITH DUAL SENSORY IMPAIRMENTS IN GENERAL EDUCATION AND COMMUNITY SETTINGS AND ACTIVITIES.

- Activity 1.1: Identify through literature review current effective practices related to educating students with dual sensory impairment in general education and community settings.
- Activity 1.2: Develop an instrument to measure level of effective practice implementation to be used at model sites.
- Activity 1.3: Validate instrument through review by recognized experts in dual sensory impairments and inclusion.
- Activity 1.4: Pilot instrument at potential model sites.
- Activity 1.5: Evaluate instrument and revise as needed.

GOAL 2: DEVELOP MODEL SITES TO PROVIDE HANDS-ON TRAINING ON EFFECTIVE PRACTICES.

- Activity 2.1: Identify potential model sites.
- Activity 2.2: Secure commitment to participate as internship training site.
- Activity 2.3: Assess needs of program and educational staff.
- Activity 2.4: Provide technical assistance to sites to address needs.
- Activity 2.5: Evaluate status toward effective practice criteria.
- Activity 2.6: Provide model site networking meetings.

GOAL 3: DEVELOP INTERNSHIP TRAINING CURRICULA.

- Activity 3.1: Review current materials available.
- Activity 3.2: Identify gaps in existing materials; specifically those related to the specialized learning needs of students with DSI in inclusive settings.
- Activity 3.3: Develop training modules to address gaps/needs in existing materials.
- Activity 3.4: Pilot new training modules in internship training program.
- Activity 3.5: Evaluate and revise modules based upon feedback.

GOAL 4: PROVIDE INTERNSHIP TRAINING AT MODEL SITES.

- Activity 4.1: Develop needs assessment to further individualize each internship training activity.
- Activity 4.2: Collaborate with university staff to assess credit for internships.
- Activity 4.3: Collaborate with related services professional organizations to arrange for continuing education units.
- Activity 4.4: Pilot new internship courses.

- Activity 4.5: Evaluate and revise as needed.
 - Activity 4.6: Advertise and provide internships and scholarships.
 - Activity 4.7: Develop and implement a method providing follow-up technical assistance.
 - Activity 4.8: Develop a human resource "bank" of consultants qualified to provide assistance related to inclusion and make referrals upon request.
- GOAL 5: COLLABORATE AND COORDINATE WITH RELEVANT AGENCIES, SPECIAL PROJECTS AND ORGANIZATIONS.**
- Activity 5.1: Coordinate activities with Kansas State Board of Education work groups on restructuring, personnel development, and program improvement.
 - Activity 5.2: Collaborate with University of Kansas on selection of model sites/practicum sites and assistance provided to those sites.
 - Activity 5.3: Collaborate with relevant special projects to enhance services and avoid duplication.
- GOAL 6: EVALUATE THE EFFECTIVENESS OF THE PROJECT.**
- Activity 6.1: Evaluate training outcomes for interns.
 - Activity 6.2: Evaluate consumer satisfaction of internship training.
 - Activity 6.3: Evaluate levels of implementation of effective practices at home programs of interning staff and parents.
 - Activity 6.4: Evaluate outcomes of target students.
 - Activity 6.5: Evaluate the effectiveness and timelines in completion of project activities.
 - Activity 6.6: Evaluate the cost-effectiveness of the internship training program.

III. CONCEPTUAL FRAMEWORK

This project is based upon the premise of building state capacity by selecting and refining exemplary sites of inclusive and community-referenced school-age programs to serve as training grounds for other educators, families, and personnel in the state. This model builds upon the several well documented practices that support change; mentoring with colleagues that work in similar roles, intensive internships that allow for practice of newly acquired skills with guided practice, theory-based content matched with field-based work, conducting training with site-based teams that individualize learning by role, individualization of content to allow the learner to personalize and prioritize learning, and action planning for change. These premises are framed in an on-site internship model that is guided by 7 areas of content. Internees are matched with a colleague with a similar role at the pilot site to mentor the implementation of content. After receiving individual guided practice at the internship site each intern works closely with their mentor to develop an Action Plan to implement their newly acquired skills into their role in their position. This model provides this state with the ability to replicate state-of-the-art practices in a variety of settings throughout the state while increasing networking/support activities forged during the intensive internship activities.

IV. PROJECT ACCOMPLISHMENTS/CONTRIBUTIONS

- GOAL 1: IDENTIFY CURRENT EFFECTIVE PRACTICES RELATED TO INCLUDING STUDENTS WITH DUAL SENSORY IMPAIRMENTS IN GENERAL EDUCATION AND COMMUNITY SETTINGS AND ACTIVITIES.**

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activities 1.1, 1.2 completed

- The project contracted with Terry Rafalowski to carry out Goal 1. A literature review was conducted. A draft of the instrument, *The Kansas Checklist For Identifying Characteristics of Effective Inclusive Programs* was developed.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Goal 1 completed

- Four out-of-state experts and seven teachers from the internship sites, university staff, DSI project staff, pilot project staff, staff from the Severe Disabilities Systems Change Project, TRACES staff and Terry Rafalowski Welch from AFB validated the content of the document.

Revisions were made and a final copy of the instrument, *The Kansas Checklist For Identifying Characteristics of Effective Inclusive Programs* was completed (See Appendix A).

GOAL 2: DEVELOP MODEL SITES TO PROVIDE HANDS-ON TRAINING ON EFFECTIVE PRACTICES.

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activities 2.1, 2.2, 2.3, completed; 2.4, 2.6 addressed

- Six internship sites (Hugeton, USD 210, Horton, USD 430, Hiawatha, USD 415, Eudora, 491, Sublette, USD 374, Lakin, USD 215) were identified and committed to participation in the project. The sites represent northeast, north central and north western Kansas. Each site has experienced staff in educating students with deaf-blindness in inclusive settings.
- Needs Assessment and follow-up on-site technical assistance occurred at each of the internship sites to ensure exemplary practices and to teach sites to mentor interns.
- Two model site networking meetings were held in the spring and fall, providing information and support to the internship site training teams.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Activities 2.4, 2.5, 2.6 addressed

- Each of the six pilot sites completed the Kansas Checklist for Identifying Characteristics. This information was to be utilized by local sites for planning activities and for state-level technical assistance provision.
- A number of training activities were designed to respond to the pilot sites technical assistance requests including: a summer training institute in Ulysses, KS attended by Hugeton, Lakin, and Sublette; facilitated transition meetings for students with dual-sensory impairments and video tapes about successful transition of two middle school students with dual-sensory impairments going from middle school into high school in Eudora; and scholarships were made available to all members at the six training sites to attend the "Supported Education Conference" in Wichita, Kansas, from September 29-October 1, 1994
- Baseline data were collected in all six sites using the Kansas Checklist for Identifying Characteristics.

Accomplishments Year 3 (October 1, 1994 - September 31, 1995)

Activities 2.4, 2.6 addressed

- Technical assistance was continued to pilot sites on a request basis by project staff.
- One pilot site networking meeting was held through ITV to update the pilot sites on the project activities, answer questions and discuss administration issues in early fall.

GOAL 3: DEVELOP INTERNSHIP TRAINING CURRICULA.

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activities 3.1, 3.2, 3.3 completed

- The project director reviewed materials in the Kansas State Board of Education's loan library (this included review of some twenty books, fifteen videos, numerous journals, etc.) A meeting was held with a consultant from the University of Kansas on August 12, 1993 to discuss current materials available. It was determined that very few materials specifically pertain to educating deaf-blind students. Adaptations for this population would be included in preparation of the training modules.
- Drafts of seven modules were completed during the summer.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Activities 3.4, 3.5 completed

- Seven modules were developed during the summer of 1993 based on needs assessment information collected from the model internship training sites and input from past interns at the Brown County site. However, the full completion of the modules required personnel at the six school demonstration sites to review the modules and provide feedback. Final revisions to the modules were made in October of 1994. Copies of the modules are included in the Appendix B, The seven modules are summarized below.

Module 1-Family Involvement

This module provides resources and activities designed to improve the interns' skill of involving family members in their child's inclusive educational program. Materials in this module include readings on family involvement, a family-focused assessment, a family-focused planning tool, and accompanying video tapes.

Module 2-Instructional Support Teams/Student Support Teams

This module provides readings, video tapes and activities designed to improve the intern's skills in collaborative teaming, a system commonly used by student instruction or support teams. Materials in this module include readings on collaborative teaming, effective practices, and a video tape on collaboration.

Module 3-Curriculum and Instruction

This module provides resources and activities to improve the skills of the intern in adapting a general education curriculum to meet the needs of students in an inclusive educational program. Materials in this module include readings outlining the specifics of individualizing curriculum and a video tape that explains delivery of related services in an inclusive setting.

Module 5-Assessment and Program Planning

In this module, the intern will learn how to use things like family-focused assessment and ecological inventories to provide an appropriate program for a student in an inclusive setting. This information will be covered through readings, videotape, and the actual completion of an assessment.

Module 6-Friendships

This module will help to put the aspect of friendships and socialization into perspective in an inclusive program. Included in this module are a videotape, readings, and activities that focus on assisting students in learning together.

Module 7-Transition

This module is concerned with the transition of individuals with severe disabilities or deaf-blindness from one educational program to another and/or the transition of these individuals into the community as adults.

- Modules were evaluated for revision by interns. Information was gathered regarding intern's satisfaction and recommendations for change. Satisfaction with the content of the modules was high. Changes related to procedures in modules were recommended and made. As a result module readings are sent in advance of the on-site internship and pilot site staff mail module completion forms, rather than interns.

GOAL 4: PROVIDE INTERNSHIP TRAINING AT MODEL SITES.

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activities 4.1, 4.2, 4.3, 4.6 completed ; 4.7 addressed

- They have a component for Needs Assessment. This provides interns an option of completing a needs assessment of their knowledge and to prioritize those needs. Interns have the option of completing any number of modules and personalizing the amount of credit or CEUs they receive.
- A cooperative agreement was struck with The University of Kansas and Fort Hayes, Department of Special Education, the Kansas Department of Health and Environment, Health Occupations Credentialing in Speech-Language Pathology and Audiology, and the Kansas Physical Therapy Association to earn credit for participation in the internships.

- An announcement offering the opportunity to participate in internship training activities was featured in the Spotlight, a newsletter of the Kansas State Board of Education. A two-page flyer was also distributed to the Kansas Association of Special Education Administrators at a statewide conference on August 5-6, 1993. Presentations were also made during the Collaborative Teaming conference on July 29, 1993., and to the Deaf-Blind Advisory Council on September 21, 1993. Other copies of the flyer were mailed to a miscellaneous group of potential participants across the state. The flyer/announcement describes the internship project, the audience for whom the training is intended, the training options, scheduling options, and anticipated outcomes along with identification of the Kansas State Board of Education (KSBE) contact person who will provide further information about the training.
- A technical assistance system for provision of follow-up consultation was developed to include information on management of the system, long-term development/capacity building, incentives for participation, strategies and forms for requesting technical assistance, evaluation of the technical assistance process, suggested follow-up activities, tracking of requests, and resources available from other states.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Activities 4.4, 4.5, 4.8 completed; 4.6, 4.7 addressed

- Internship courses were organized under seven modules and piloted during Year 2 at all 6 sites. Evaluation was designed and collected to field test the modules. The data were summarized as described in Section VI Evaluation Findings and final copies prepared.
- Sixty-four interns went through the module training activities at the pilot sites. The interns represented a diverse group of parents, principals, regular and special education teachers, occupational therapists, vision specialists, physical therapists, and speech/language teachers.
- Availability of the internship model continued to be announced in the state through a variety of professional educational organizations, conferences, and newsletters.
- Interns completed Action Plans and accompanying materials developed as part of the technical assistance system developed in Year 1
- A bank of consultants was completed and is included in Appendix C.

Accomplishments Year 3 (October 1, 1994 - September 31, 1995)

Activities 4.6, 4.7 addressed

- Availability of the internship model continued to be announced in the state through a variety of professional educational organizations, conferences, and newsletters. By year 3 many requests for internships were received as their value became known.
- Interns completed Action Plans and accompanying materials developed as part of the technical assistance system developed in Year 1

GOAL 5: COLLABORATE AND COORDINATE WITH RELEVANT AGENCIES

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activities 5.1, 5.2, 5.3 addressed

- Project staff participated in 16 meetings of the Program Development Work Group of the Special Education Outcomes Team at KSBE.
- Staff coordinated with the University of Kansas and Fort Hayes to offer university credit for internships.
- Ongoing collaboration with the Kansas Severe Disabilities Systems Change grant staff and Part C Section 622 grant staff to coordinate grant activities.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Activities 5.2, 5.3 addressed; 5.1 deleted

- A follow-up meeting to the September 28, 1993 meeting with the University of Kansas personnel was held in the summer to discuss ways to improve teacher preparation, and ways to better coordinate teacher training in severe multiple disabilities. Field personnel were in attendance along with KSBE and University staff. Ongoing communication and coordination are occurring to make the best use of the model sites and to caution against overloading personnel in these practicum sites.

- The project director regularly met with the project directors of SEIK (Supported Education in Kansas: Statewide Severe Disabilities Systems Change) Project and the CSPD (Comprehensive System of Personnel Development) Project.
- The PACE Project co-sponsored Supported Education: Effective Educational Practices for All Learners in Kansas Schools 1994 Conference, held September 29-October 1 in Wichita, Kansas.
- An advisory council session for PACE with the Part C Section 622 was held on September 13, 1994. In addition, a summer institute was held July 25-29, 1994 in Topeka, Kansas and provided teaching resources for students with dual-sensory impairments, such as ideology, learning styles, and applications in the classroom.

Accomplishments Year 3 (October 1, 1994 - September 31, 1995)

Activities 5.2, 5.3 addressed

- Project staff continued regular meeting and collaboration with project staff of SEIK (Supported Education in Kansas: Statewide Severe Disabilities Systems Change) Project and the CSPD (Comprehensive System of Personnel Development) Project.

GOAL 6: EVALUATE THE EFFECTIVENESS OF THE PROJECT.

Accomplishments Year 1 (October 1, 1992 - September 31, 1993)

Activity 6.5 addressed

- An outside evaluation of project activities was conducted by Brenda Oas during Year One. Additionally a structured interview was conducted with the Brown county project site in Year 1 to refine the training procedures.

Accomplishments Year 2 (October 1, 1993 - September 31, 1994)

Activity 6.1, 6.2, 6.3, 6.4, 6.5 addressed

- Evaluation materials to assess consumer satisfaction, implementation and outcomes for interns and students were developed and completed by each pilot site team and intern. See Section IV Evaluation Findings for summary of the findings.
- As in Year 1 an outside evaluation of project activities was conducted to provide direction and feedback on the administration and collaboration of this project with KSBE, state and national projects.

Accomplishments Year 3 (October 1, 1994 - September 31, 1995)

Activity 6.1, 6.2, 6.3, 6.4, addressed

- Consumer satisfaction, implementation and outcomes for interns and students were developed and completed by each pilot site team and intern. See Section IV Evaluation Findings for summary of the findings.

V. DEPARTURES FROM ORIGINAL OBJECTIVES AND ACTIVITIES

Goal 1 was completed as planned in cooperation with the American Federation for the Blind. This contractual agreement was made based upon the late appointment of the PACE Project Director.

Because the PACE project director was appointed late, the Kansas Effective Checklist was completed in Year 2 of the project and served as baseline with Year 3 for one point of comparison (Activity 2.5).

While the internship training curricula were developed during the summer of Year 1 piloting and revision of internship training curricula were completed in early in Year 2 delaying their implementation until the second quarter in Year 2 (Objectives 3.4 and 3.5).

Interns were limited to no more than four per month at each pilot site beginning in Year 2 of the project. Because of the intensity of the experience for interns and amount of interaction among pilot sites and interns more than four was determined to compromise the quality of training. As a result interns were trained during the three years of the project (Activity 4.6).

Activity 5.1, Coordinate activities with Kansas State Board of Education work groups on restructuring, personnel development, and program improvement, was discontinued. Restructuring of the Special Education Outcomes Team of the Kansas State Board of Education focused coordination solely with the Personnel Development Work Group.

VI. PROJECT EVALUATION FINDINGS

PROJECT IMPACT

The planned evaluation for this project incorporated both formative and summative procedures to produce quantifiable data to document that the project activities were completed as specified. The evaluation also included methods and procedures for assessing satisfaction and outcomes for project participants, and educational programs for children and youth with dual sensory impairments.

Four evaluation questions proposed in the grant proposal guide this section.

1. What level of knowledge do interns currently possess in the area of identified interest and does that level increase following internship participation? (Knowledge Acquisition/Outcomes for Interning Professionals and Parents)

- Knowledge about 39 intern's current practice, and therefore knowledge is reported in Question 3 as baseline for self-reported practices from the Kansas Checklist for Identifying Characteristics of Effective Inclusive Programs.
- Actual module assignments (including ecological inventories, action plans, student programs, etc.) and completion of the module activities were collected acting as portfolios of intern accomplishments for 24 interns. There are no comparisons of materials from practices prior to the internship.

2. Are consumers (interns) satisfied with the internship experience -has it met their needs and expectations? (Knowledge Acquisition /Outcomes for Interning Professionals and Parents)

- Eight participants from three pilot sites completed a ten item satisfaction survey with a comment section in Year 3. The findings are summarized below. Individual satisfaction by site was not presented because of the low numbers (1 response from Lakin, 3 responses from Horton, 4 responses from Hiawatha)

<u>Mean score</u>	<u>Item</u>
3.375	1 The program at the internship site presented a model of inclusive instruction for students with dual sensory impairments or severe disabilities.
4	2 The teachers at the internship site were adequately prepared to supervise and guide my internship.
4	3 The internship overall was a helpful experience.
3.125	4 The reading assignments were helpful and appropriate.
3.25	5 The videos were helpful and appropriate.
3.286 (n-8)	6 The activities (e.g., parent interview, collaborative team meetings, ecological inventory) were helpful.
3.75	7 The timing and arrangements for the internship were convenient.
3.625	8 I was adequately prepared to go back and begin to implement activities within my classroom/school.
3.875	9 The amount of time and work required of me was appropriate.
3.25	10 The communication prior to the internship let me know what to expect and I felt prepared.

Mean score on a 4 point scale with 4 (Strongly agree), 3 (Moderately agree), 2 (Moderately disagree), and 1 (Strongly disagree). n = 8 unless otherwise indicated.

3. What is the current level of implementation of effective practices in the program for the targeted student and how does the level of implementation change

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six months following the completion of the internship program? (Outcomes for Educational Programs)

- Thirty nine interns complete The Kansas Checklist for Identifying Characteristics of Effective Inclusive Programs prior to their on-site internships. For each module a series of practices are described and the intern self-rates their use of this practice in their classroom or program. Interns rated their practice as either generally routinely practiced, sometimes practiced or not practiced. Each item was scored and mean ratings with 2 being routinely practiced and 0 being not practices were reported. From this information they selected which of the seven modules to complete at their intern sites.

<u>Mean score</u>	<u>n</u>	<u>Module</u>
1.25	38	Module 1 - Family Involvement
1.35	38	Module 2 - Instructional Support Teams/Student Support Teams
1.15	32	Module 3 - Curriculum and Instructional Techniques
1.27	38	Module 4 - Administrative Leadership
1.13	34	Module 5 - Assessment and Planning
1.31	34	Module 6 - Friendship
1.05	32	Module 7 - Transition

- No probe or post scores were collected so comparisons of self-rated knowledge gains are not reported.
- Three individuals who completed Action Plan upon completion of their internship reported probe data at 3 and 4 months. For 6 objectives 1 was implemented (Developing a plan for peer participation in 6th grade block and home room); 2 were initiating (Asking for additional para support to initiation inclusion and talking with general education to move to inclusion) and 3 there was no reported progress (setting up inclusion task force within one building, sending inclusion team to inservice, and spending part of at least 2 days a week in the student's home practicing domestic skills).
- Action Plans for 13 interns were developed at the end of their internship to plan for their implementation of knowledge upon return to their programs. They averaged 1.7 activities with a range of 1 - 22 activities. Follow-up on implementation was not collected.

4. Are goals and objectives of the project being met in a timely and efficient manner? (Plan to Determine Effectiveness and Timeliness in Completion of Procedures and Objectives)

- This project was operated using a management-by-objectives approach. In almost all cases objectives were met within their timeline. Any deviations were described in Section V Departures from Original Objectives and Goals. Outside evaluation was conducted in Years 1 and 2 of the project to examine the operation of this project.

PRODUCTS

Several products were developed, field-tested or piloted, and revised as a part of this project. Field-testing procedures are described in Section IV Project.

Products developed include:

Kansas Checklist for Identifying Characteristics of Effective Inclusive Programs (November, 1993) Appendix A

Module 1-Family Involvement Appendix B

Module 2-Instructional Support Teams/Student Support Teams Appendix B

Module 3-Curriculum and Instruction Appendix B

Module 5-Assessment and Program Planning Appendix B

Module 6-Friendships Appendix B

Module 7-Transition Appendix B

Action Plan and Intern Satisfaction Forms Appendix D

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DISSEMINATION ACTIVITIES

- All products developed from this project were distributed among the schools and districts participating as pilot sites and interns.
- The activities and model for this project were presented at a variety of professional and family conferences and newsletters during all year of the project. (See Section IV Project Accomplishments for specific details).

PUBLICATIONS

A products described above are unpublished documents available from KSBE or Greenbush through the South East Special Education Cooperative.

IMPLICATIONS OF FINDINGS

This project suffered in evaluation data from unpredicted and frequent turnover of project staff. Materials to collect data were developed and appropriate for activities, however the momentum to collect the data were interrupted. As a result the data are too sparse to make data-based decisions about the quality of the training model. Anecdotally, supported by minimal satisfaction data the model was overwhelmingly successful. This is supplemented by the use of these project materials in other projects that will verify (or lead to further revision) of these materials.

OTHER INDICATORS OF PROJECT EFFECTS

The materials and procedures developed and validated on this project are currently being used by the Section C, 622 project for students with Deaf-Blindness and Project SEIK, the Severe Disabilities System Change Project. Many of the products of this project are also incorporated into the teacher preparation program in the Special Education Department at the University of Kansas.

The Kansas Checklist For Identifying Characteristics Of Effective Inclusive Programs

Authored by selected staff and parents from:

Horton, Kansas, USD 430

Hiawatha, Kansas, USD 415

Eudora, Kansas, USD 491

Sublette, Kansas, USD 374

Hugoton, Kansas, USD 210

Lakin, Kansas, USD 215

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Promoting Access for Children with Exceptionalities: Dual Sensory
Impairments Pilot Project (PACE)

Supported Education in Kansas: Statewide Systems Change Project (SEIK)
Kansas State Board of Education

November, 1993

Acknowledgements

*W*e would like to offer our thanks to those parents, teachers, administrators, related services providers, teacher trainers and federal project staff who willingly offered their time and expertise to identify their beliefs about and characteristics of effective inclusive educational programs. Specifically, we would like to recognize:

Tom Abrigo, Interrelated Special Education Teacher
Ardis Alexander, Interrelated Teacher
Brenda Barnes, First Grade Teacher
Susan Bashinski, Teacher Trainer
Ann Bruemmer, Assistant Principal
Becky Brungardt, Second Grade Teacher
Robin Dexter, Integration Facilitator
Linda Dick, First Grade Teacher
Michelle Gaskell, Elementary Interrelated Teacher
Suzanne Germes, Elementary Principal
Karla Grauberger, Interrelated Teacher
Deb Haltom, Assistant Special Education Director
Julie Harvey, Speech & Language Pathologist
Tom Jerome, Elementary Principal
Ketti Johnson-Coffelt, Occupational Therapist
Jim Lenz, Principal
Caren Lowe, Special Education Director
Judy Mason, Interrelated Special Education Teacher
Deb Matthews, SMD Inclusion Facilitator
Kay McPhee, Integration Facilitator
Marilyn Mulligan Ault, Teacher Trainer
Kimberly Nave, Fourth Grade Teacher
Carol Nigus, Special Education Director
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Thanks also go to *Terry Rafalowski-Welch* who offered invaluable assistance in both compiling information and in assuring that the programmatic needs of students with deaf-blindness were addressed.

A number of outside consultants with expertise in the areas of inclusion and dual sensory loss provided input and validation to the Checklist. Their contributions put the final polishing touches on a resource that we hope will prove useful to Kansans involved in providing inclusive education.

Our thanks go to:

*Kim Rodensteiner, Assistant Special Education Director
Three Lakes Educational Cooperative*

*Joann Eichinger, Associate Professor
California State University at
San Bernardino*

*Michael Giangreco, Research Assistant Professor
University of Vermont*

*Doug Guess, Professor
University of Kansas*

*Willis Heck, Superintendent
Newton USD # 373*

*Wayne Sailor, Director
University of Kansas, UAP*

*Charles Spellman, Senior Scientist
Parsons Research Center, UAP*

We also appreciate the contributions of staff from the Kansas State Board of Education who provided both content and editing assistance:

*Phyllis Ellis, Program Consultant
Beth Feiring, Program Consultant
Nancy Gray, Program Consultant
Phyllis Kelly, Coordinator
Pamela Smith, Program Consultant*

Finally, this resource could not have been completed without the editing assistance of *Sharon Zobel* and *Trisha Bunting*. We appreciate your patience.

*Michele Bueltel, Project Director, PACE Project
Julie Mohesky-Darby, Project Director, DSI Services Project*

THE KANSAS CHECKLIST FOR IDENTIFYING CHARACTERISTICS OF EFFECTIVE INCLUSIVE PROGRAMS

Background

Educational teams from across Kansas, university staff and federal project staff from the Kansas State Board of Education met to identify belief statements about the important characteristics of inclusive schools. Participants in this meeting were selected based upon their commitment to inclusive education. A group process was used to generate statements about inclusive educational programs for students with severe disabilities, including deaf-blindness. During this process, common themes became evident as participants discussed their vision for education. The statements identified important components of inclusive education as they relate to students, teachers, administrators and parents. The result of this dialogue was the generation of a set of belief statements articulating a philosophy of education, and a checklist of effective practices which outline characteristics of inclusive schools.

Belief Statements

Students in inclusive schools attend age-appropriate classrooms in neighborhood schools where they are perceived as valued class members. All students have their special learning needs accommodated in accessible school environments. In addition, students in inclusive schools:

- respect themselves, other students and school staff
- accept and value diverse abilities
- work together
- learn from each other
- advocate for each other
- are friends
- enjoy and value learning
- celebrate each other's successes
- are safe and secure
- are involved in decisions about their education
- have no labels

Teachers in inclusive schools respect and value all students, staff and families. They model and promote acceptance of diverse abilities and believe that all students have a right to be in their classes. Teachers in inclusive schools:

- expect excellence
- are adaptable and flexible
- understand and accommodate different learning styles
- adapt instruction and materials as needed
- collaborate as team members
- welcome others into their teaching environments
- stay current with developments in the field

Administrators in inclusive schools are knowledgeable leaders who are actively involved in all aspects of the school's operation. Administrators model and promote the school's philosophy and believe that all students have a right to be in their schools. Administrators in inclusive schools:

- expect excellence
- motivate and empower staff
- facilitate, model and participate on collaborative teams
- model and promote problem-solving approaches
- secure needed resources
- facilitate staff development
- procure needed adaptations
- promote systemic changes needed for inclusion

Parents in inclusive schools are active in all aspects of the school's operation. They are key players in decisions regarding their children. Parents in inclusive schools strive to:

- accept responsibility for their child's learning as part of the school team
- be well informed about the educational process
- establish their child's IEPs based upon family centered perspective and a team approach
- establish mutual respect with other members of the school community
- be acknowledged as experts regarding their child's abilities and needs
- be welcome in their child's school
- receive relevant training and/or supports

EFFECTIVE PRACTICES

Educational teams from school districts throughout Kansas have identified EFFECTIVE PRACTICES that are important for the successful inclusion of students with disabilities, including students with dual sensory loss. The practices pertain to family involvement, teaming, curriculum and instructional techniques, administrative leadership, assessment and planning, friendship and transition. Please consider these practices as related to your current program and select the rating that most appropriately corresponds to your observations and experiences.

Practiced

Possible choices:

- 1) Generally/routinely practiced
- 2) Sometimes practiced
- 3) Not practiced

Please also consider whether you would like your school to receive some technical assistance (training, consultation, etc.) to help develop or enhance these practices. If it is a practice for which you want technical assistance, please indicate its level of priority. Mark only those practices for which you want technical assistance.

Technical Assistance Need

Possible choices:

- 1) High priority (immediate and/or intensive need)
- 2) Secondary priority (obvious need—not as immediate and/or intensive)
- 3) Lower priority (area of concern)

In our school, EFFECTIVE PRACTICES related to FAMILY INVOLVEMENT include:

	Practiced			TA Need		
	Generally/ Routinely	Sometimes	Not	High	Secondary	Low
1. A mutually agreed-upon communication method/ system (notebooks, phone calls, etc.) exists between home and school.	1	2	3	1	2	3
2. Parents participate in team meetings to plan, adapt curriculum and share successes.	1	2	3	1	2	3
3. Families are recognized as full partners on the team.	1	2	3	1	2	3
4. Family priorities are used as a foundation for individualized program design, to be rounded out with a broad based curriculum.	1	2	3	1	2	3
5. Parents are provided with all relevant information (parents' rights, current educational practices, person centered planning, school news, etc.).	1	2	3	1	2	3
6. Parents are provided or have access to relevant training.	1	2	3	1	2	3
7. Parents are included in training <u>with</u> the school team.	1	2	3	1	2	3
8. Parents are provided with information about family support services.	1	2	3	1	2	3
9. School-based sibling support is provided (counseling and support groups, age appropriate information about disabilities, etc.).	1	2	3	1	2	3
10. Parents are encouraged to participate in all aspects of school operation (classroom volunteers, board members, PTA members, trainers, etc.).	1	2	3	1	2	3
11. Accommodation for special family needs is provided ("after hours" meetings, interpreters, translated written materials, etc.).	1	2	3	1	2	3
12. The school respects family culture and ethnicity and recognizes their impact on educational practices.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to IN-
 STRUCTIONAL SUPPORT TEAMS/STUDENT SUPPORT
 TEAMS include:

	Practiced			TA Need		
	Generally/ Routinely	Sometimes	Not	High	Secondary	Low
1. Team members include the parents, general education teacher(s), special education teachers, nondisabled peers, target student and others as needed.	1	2	3	1	2	3
2. The team agrees on common goals/team purpose.	1	2	3	1	2	3
3. All viewpoints of team members are respected.	1	2	3	1	2	3
4. Mutually agreed upon "rules" of operation are in place for the team.	1	2	3	1	2	3
5. There is shared ownership of all team roles and responsibilities (i.e. roles change at each meeting).	1	2	3	1	2	3
6. Mutually agreed upon, regularly scheduled meeting times are set.	1	2	3	1	2	3
7. The work of the team is distributed equitably.	1	2	3	1	2	3
8. Established practices for conflict resolutions are used.	1	2	3	1	2	3
9. Release time for meetings is provided to ensure full staff participation.	1	2	3	1	2	3
10. Communication and follow-up procedures are established to keep all team members informed.	1	2	3	1	2	3
11. A recognition of the need for and importance of collaboration exists within the school.	1	2	3	1	2	3
12. Teams recognize and practice effective collaboration skills: trust decision making leadership creative problem solving humor open communication negotiation	1	2	3	1	2	3
13. Team members release their roles to other members by training them on specific techniques, and by ongoing monitoring of staff and student progress.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to CURRICULUM AND INSTRUCTIONAL TECHNIQUES include:

	Practiced			TA Need		
	Generally/Routinely	Sometimes	Not	High	Secondary	Low
1. Age-appropriate curricula, activities and materials are used.	1	2	3	1	2	3
2. Activities and materials are adapted according to needs of the individual.	1	2	3	1	2	3
3. The teaching of functional skills is an instructional priority.	1	2	3	1	2	3
4. Classroom teachers use cooperative learning practices (peer buddies, peer tutors, cooperative groups) and individualized instruction.	1	2	3	1	2	3
5. Community-based instruction is provided for students by age 14 (or younger when identified as a need).	1	2	3	1	2	3
6. Teachers provide direct experience or "hands-on" learning.	1	2	3	1	2	3
7. Coordination of learning goals occurs across subject areas (webbing or embedding of skills, curriculum integration).	1	2	3	1	2	3
8. Technology and assistive technology are provided as appropriate.	1	2	3	1	2	3
9. Communication systems, modes and devices are selected and used as appropriate for each learning environment.	1	2	3	1	2	3
10. Student involvement in instructional planning occurs, i.e. students are active members of their instructional support teams.	1	2	3	1	2	3
11. Student contracts and student-teacher conferencing are used.	1	2	3	1	2	3
12. Systematic instructional methods are applied (interrupted chains, partial participation, etc.).	1	2	3	1	2	3
13. Data-based instruction and decision making occurs.	1	2	3	1	2	3
14. Instruction in social skills is provided.	1	2	3	1	2	3
15. Students are provided instruction in problem solving.	1	2	3	1	2	3

	Practiced			TA Need		
	Generally/ Routinely	Sometimes	Not	High	Secondary	Low
16. A formal means for annual transfer (instructor to instructor) of relevant instructional information for each student is in place.	1	2	3	1	2	3
17. Related services are provided within the context of the educational program.	1	2	3	1	2	3
18. Students have opportunities to make choices and express preferences.	1	2	3	1	2	3
19. Positive, educative practices are used to modify challenging behaviors.	1	2	3	1	2	3
The specialized needs of students with severe disabilities/deaf-blindness are addressed including:						
20. A consistent schedule is established and followed.	1	2	3	1	2	3
21. Provision of anticipatory information for every activity is provided.	1	2	3	1	2	3
22. Instructional programs are implemented systematically (same procedures, same cues, etc.).	1	2	3	1	2	3
23. Adequate time for students to process information and respond is provided.	1	2	3	1	2	3
24. Clear beginnings and endings to activities are established and communicated to the student.	1	2	3	1	2	3
25. Multisensory input is provided as appropriate.	1	2	3	1	2	3
26. Instruction is provided in safe and efficient travel techniques (sighted guide, etc.).	1	2	3	1	2	3
27. Sensory adaptations are identified, secured and consistently used (sound dampening/enhancing features, visual enhancement features).	1	2	3	1	2	3
28. Team members maintain needed technology (hearing aids, closed caption TV, augmentative communication devices), equipment and prostheses.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to ADMINISTRATIVE LEADERSHIP include:

	Practiced			TA Need		
	Generally/Routinely	Sometimes	Not	High	Secondary	Low
1. A unified system (general education and special education are combined and share resources) is in place.	1	2	3	1	2	3
2. Collaboration is facilitated by using a formalized team process.	1	2	3	1	2	3
3. Problem-solving techniques are promoted and used.	1	2	3	1	2	3
4. The administrator promotes decision making by consensus.	1	2	3	1	2	3
5. Administrators are actively involved in team meetings.	1	2	3	1	2	3
6. Community members are educated regarding important developments in the field.	1	2	3	1	2	3
7. The school administration facilitates staff development (release time for staff, provision of resources for meetings, etc.).	1	2	3	1	2	3
8. The school administration facilitates changes needed to support inclusive education.	1	2	3	1	2	3
9. Appropriate and ongoing instructional support is provided (supervision, consultation, training and resources) for all instructional staff.	1	2	3	1	2	3
10. The school administration secures needed adaptations to the physical plant.	1	2	3	1	2	3
11. The school administration establishes "back up" for the smooth continuation of services when key personnel (instructors, interpreter, etc.) are absent or unavailable.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to ASSESSMENT AND PLANNING include:

	Practiced			TA Need		
	Generally/Routinely	Sometimes	Not	High	Secondary	Low
1. Family-focused planning and assessment tools/strategies are used such as C.O.A.C.H., M.A.P.S. and Personal Futures Planning.	1	2	3	1	2	3
2. Team members have the results of medical evaluations and are knowledgeable about the educational implications of a student's disability.	1	2	3	1	2	3
3. Vision and hearing assessments are updated on a regular basis.	1	2	3	1	2	3
4. Instruction is planned with a focus on post-school outcomes.	1	2	3	1	2	3
5. Students' skills are addressed across environments and includes planned generalization training.	1	2	3	1	2	3
6. Multicultural issues are addressed during assessment (assessments free of cultural bias, provided in native language, etc.).	1	2	3	1	2	3
7. There is a recognition of assessment as ongoing process tied to instruction and curriculum.	1	2	3	1	2	3
8. Team collaboration is evident in assessment design and procedure	1	2	3	1	2	3
9. Valid and appropriate measures are selected.	1	2	3	1	2	3
10. Materials and procedures are adapted as appropriate.	1	2	3	1	2	3
11. Evaluation data are collected from all relevant parties (parents, teachers, related service providers, etc.) occurs.	1	2	3	1	2	3
12. Team members use functional evaluation data to plan instruction and needed adaptations.	1	2	3	1	2	3
13. A system is in place for providing grades to students who are using a modified curriculum.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to FRIENDSHIP include:

	Practiced			TA Need		
	Generally/ Routinely	Sometimes	Not	High	Secondary	Low
1. Students with disabilities participate as active members of age appropriate general education classrooms.	1	2	3	1	2	3
2. Development of friendships and other personal relationships is seen as an important learning goal.	1	2	3	1	2	3
3. Instructional time is provided to teach friendship-building skills.	1	2	3	1	2	3
4. After-school activities are used as opportunities to promote friendships (clubs, sports, group activities, etc.).	1	2	3	1	2	3
5. All students are offered the opportunity to participate in activities of the school.	1	2	3	1	2	3
6. Peers receive instruction in communication systems and modes.	1	2	3	1	2	3
7. Structured friendship facilitation systems are in place (peer buddies, circle of friends, peer tutors, etc.).	1	2	3	1	2	3
8. Instruction is provided regarding the value of diverse abilities and gifts.	1	2	3	1	2	3

In our school, EFFECTIVE PRACTICES related to TRANSITION include:

	Practiced			TA Need		
	Generally/ Routinely	Sometimes	Not	High	Secondary	Low
1. There is a shared definition of transition in the school.	1	2	3	1	2	3
2. Teams collaborate to plan for transition.	1	2	3	1	2	3
3. Person-centered planning based on individual needs and preferences is the structure for transition planning.	1	2	3	1	2	3
4. The team shares a vision of ultimate goals for the student.	1	2	3	1	2	3
5. Transition plans are designed to address all areas of post-school life (leisure, vocational, academic, etc.).	1	2	3	1	2	3
6. Planning occurs for each transition in the student's educational career (grade-to-grade, one school to another, etc.).	1	2	3	1	2	3
7. Other agencies are involved in transition planning as appropriate (particularly from school to adult life).	1	2	3	1	2	3
8. The team pays attention to the needs of the receiving party (training for new instructors, provision of essential technology, etc.).	1	2	3	1	2	3

Summary Page

Directions: Please total all points given under the "Practiced" column for each of the categories and find your average score. Record that score in the appropriate space for each of the seven categories. Please do the same for each category under the column headed "Technical Assistance Needed". Keep in mind when computing your averages that you may not have scored each question. Remember there are seven categories to score separately.

	Practiced Averages	TA Needed Averages
Family Involvement pg. 4		
Instructional Support Teams/Student Support Teams pg. 5		
Curriculum and Instructional Techniques pg. 6-7 (include the special needs questions)		
Administrative Leadership pg. 8		
Assessment and Planning pg. 9		
Friendship pg. 10		
Transition pg. 11		

INTERNSHIP MODULE 1:
FAMILY INVOLVEMENT

Internship Module Draft 2
SEMBMODULES
9-17-93

FAMILY INVOLVEMENT

Overview

This module provides resources and activities designed to improve the intern's skills of involving family members in their child's inclusive educational program. Materials in this module include readings on family involvement, a family-focused assessment, a family-focused planning tool and accompanying video tape.

Assignments

Date Completed

1. Read the following information:
 - a. Buswell, B. & Schaffer, C. (1990). *Families Supporting Inclusive Schooling* in **Support Networks for Inclusive Training**. (William and Susan Stainback, Eds), Baltimore: Brookes, pp. 219-229.
 - b. "MAPS: A Plan for Including All Children in Schools"
 - c. "COACH: Choosing Options and Accommodations for Children" v. 6.0
2. Complete the following activities:
 - a. View the video tape "MAPS: A Plan for Including All Children in Schools"
 - b. View the video tape of the parent panel presentation from the 1993 Summer Institute on Collaborative Teaming.
 - c. Review the COACH process with your supervising team member. Look at a completed COACH for one of the students in the classrooms you are observing. Look at that student's objectives to see how the team has incorporated parent's priorities into the student's program.
 - d. Interview a parent who has a child with disabilities in an inclusive program. Ask what the benefits have been, the challenges, and their recommendations for you as you return to your school and want to increase the involvement of families with whom you work.

Comments:

Instructions for Training Site Team Members Module 1 - Family Involvement

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.)
2. Check out the module materials to the interns. Please check to be sure that all readings, videos, etc. are in the box that you give them. This module should contain:
 - MAPS Manual
 - COACH Manual
 - MAPS Video
 - Parent Panel Video
 - Article "Families Supporting Inclusive Schooling"
3. Review the assignment page for the module with the intern. Make sure they understand what they are to do for each activity.
4. The interns will need to look at a completed COACH for one of the students they will be observing. Please have one available and have a team member go over it with them specifically to outline how the priorities are being met in the student's program.
5. For this module, the intern should interview a parent of a child who has disabilities that is in an inclusive program. A supervising team member will need to coordinate that for them.
6. The supervising team member is responsible for signing off on the activities and readings under the "Date Completed."
7. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
8. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules to ensure that interns will have the materials when they used them.

Interns will be allowed to keep the COACH and MAPS manuals (unless already received in module 5).

Interns that receive training as a team should keep a team copy of the materials, not one for each member.

INTERNSHIP MODULE 2:
**INSTRUCTIONAL SUPPORT
TEAMS/STUDENT SUPPORT TEAMS**

Internship Module Draft 2
SEMB\MODULES
9-17-93

INSTRUCTIONAL SUPPORT TEAMS/STUDENT SUPPORT TEAMS

Overview

This module provides reading, video tapes and activities designed to improve the intern's skills in collaborative teaming, a system commonly used by instructional student or support teams. Materials in this module include readings on collaborative teaming, effective practices and a video tape on collaboration.

Assignments

Date Completed

1. Complete the following readings:
 - a. _____
Thousand, J. & Villa, R. (1990). *Sharing Expertise and Responsibilities Through Teaching Teams* in Support Networks for Inclusive Schooling. (William and Susan Stainback, Eds), Baltimore: Brookes, pp. 151-166.
 - b. _____
Vandercook, T. & York, J. (1990). *A Team Approach to Program Development and Support* in Support Networks for Inclusive Schooling. (William and Susan Stainback, Eds), Baltimore: Brookes, pp. 95-122.
 - c. _____
"Collaborative Teaming for Inclusion-Oriented Schools: An Introduction and Video Guide" (guide to video listed below).
 - d. _____
"Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual."
 - e. _____
Thousand, J. & Villa, R. (1992). *Collaborative Teams...A Powerful Tool in School Restructuring* in Restructuring for Caring and Effective Education. (Richard Villa, Jacqueline Thousand, William and Susan Stainback, Eds), Baltimore: Brookes, pp. 73-108.
2. Complete the following activities:
 - a. _____
View the video tape "Collaborative Teaming for Inclusion-Oriented Schools" (video guide is listed under readings).
 - b. _____
Review the booklet "Implementing Best Practices for All Students in Their Local School."
 - c. _____
Review the process for setting up a team with your supervising team member. Know what each of the roles are and be familiar with the collaborative process.
 - d. _____
Participate in at least one collaborative team meeting.

Comments:

Instructions for Site Team Members
Module 2 - Instructional Support Teams/
Student Support Teams

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.)
2. Check out the module materials to the interns. Please check to be sure all materials are in the box. This module should contain:
 - Collaborative Teaming Manual (video guide)
 - Collaborative Teaming Manual
 - Implementing Best Practices For All Students In Their Local School Manual
 - Video: Collaborative Teaming for Inclusion Oriented Schools
 - Article "Sharing Expertise and Responsibilities Through Teaching Teams"
 - Article "A Team Approach to Program Development and Support"
 - Article "Collaborative Teams...A Powerful Tool in School Restructuring"
3. Review the assignment page for the module with the intern. Make sure they understand what to do for each activity.
4. The intern will want to attend a collaborative team meeting, so the supervising team member should make sure that will be possible.
5. Supervising team member will need to be able to explain the roles (facilitator, timekeeper, etc.) that are used in their team meetings and how different team members function in those roles.
6. Supervising team member is responsible for signing off on the activities and readings under the "Date Completed."
7. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
8. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the Collaborative Teaming manuals and the Best Practices Checklist from Vermont.

Interns that receive training as a team, should keep a team copy of the materials, not one for each team member.

INTERNSHIP MODULE 3:
**CURRICULUM AND
INSTRUCTION**

Internship Module Draft 1
SEMBMODULES
8-31-93

CURRICULUM AND INSTRUCTION

Overview

This module provides resources and activities to improve the skills of the intern in adapting a general education curriculum to meet the needs of students in an inclusive educational program. Materials in this module include readings outlining the specifics of individualizing curriculum and a video tape that explains delivery of related services in an inclusive setting.

Assignments

Date Completed

1. Read the following information:

- a. Rainforth, B., York, J. & MacDonald, C. (1992) *An Ecological Model of Curriculum, A Natural Context for Therapy in Collaborative Teams for Students with Severe Disabilities Integrating Therapy and Educational Services*. Baltimore: Brookes, pp. 69-104.

- b. Curricular Adaptations, a manual from Kansas State Board of Education, November 1992.

- c. Falvey, M.A., Coets, J., Bishop, K.D., Grenot-Scheyer, M., (1969) *Educational and Curricular Adaptation in Educating All Students in the Mainstream of Regular Education* by Stainback, S., Stainback, W. & Forest, M., Baltimore: Brookes, pp. 143-158.

- d. "Ideas and Suggestic ns for Curricular Adaptation at the Elementary Level," Manual from Colorado Department of Education, January 1993.

or

"Ideas and Suggestions for Curricular Adaptations at the Secondary Level," Manual from Colorado Department of Education, January 1993.

2. Complete the following activities:

- a. View the videotape "Integrated Delivery of Related Services," Kansas State Board of Education.

- b. Review a targeted student's file and complete the Program-at-a-Glance form. Interview managing teacher if you need more information about the student that is not in their file.

- c. Meet with the classroom teacher to determine a typical week's schedule and complete the Master Schedule form.

- d. Complete the IEP-General Education Matrix form using the information from the Program-at-a-Glance and the Master Schedule. Include and highlight those objectives traditionally seen as the domain of related services (i.e., Occupational Therapist, Speech Language Pathologist, etc.).

Assignments
Date Completed

- e. Select a lesson from the classroom schedule and adapt it for the targeted student. Complete the Curricular Adaptation Planning Form. Remember this form corresponds to the Curricular Adaptations Manual.

Comments:

Instructions for Training Site Team Members Module 3 - Curriculum and Instruction

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.).
2. Check out the module materials to the intern. Please check to be sure that all readings, videos, etc. are in the box that you give them. This module should contain:
 - Curricular Adaptations Manual
 - Ideas & Suggestions for Curricular Adaptations at the Elementary Level Manual
 - Ideas & Suggestions for Curricular Adaptations at the Secondary Level Manual
 - Video: Integrated Delivery of Related Services
 - Article "An Ecological Model of Curriculum"
 - Article "Educational & Curricular Adaptations"
 - Individual adaptation forms and examples.
3. Review the assignment page for the module with the intern. Make sure they understand what they are doing for each activity.
4. Interns will need access to a student's file in order to complete the IEP at a glance form. Supervising team member will need to provide access.
5. The interns will be completing a Master Schedule of the general education classroom. This may involve meeting with the classroom teacher, so that will need to be coordinated for them.
6. The supervising team member is responsible for signing off on the activities and readings under the "Date Completed."
7. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
8. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the **Curricular Adaptations** manual and the **Ideas and Suggestions for Curricular Adaptations Manuals from Colorado**.

Interns that receive training as a team should keep a team copy of the materials, not one for each member.

INTERNSHIP MODULE 4:
**ADMINISTRATIVE
LEADERSHIP**

Internship Module Draft 1
SEMB\MODULES
9-1-93

ADMINISTRATIVE LEADERSHIP

Overview

This module includes resources and activities to expand the interns knowledge of the role administration assumes in an inclusive educational program. This module contains readings on the changing educational system that includes general and special education.

Assignments

Date Completed

1. Read the following articles:

- a. Glickman, C., "Pretending Not to Know What We Know," *Educational Leadership*, May 1991.

- b. Villa, R. & Thousand, J., (1990) *Administrative Supports to Promote Inclusive Schooling* in Support Networks for Inclusive Schooling, (William and Susan Stainback, Eds.). Baltimore: Brookes, pp. 201-218.

- c. Schattaran, R. & Benay, J. "Inclusive Practices Transform Special Education in the 90's", in *The School Administrator*, February 1992.

- d. The National Association of State Boards of Education "Winners All" (1992). Report on Special Education.

2. Complete the following activity:

Interview a school administrator (principal, director, etc.) who is involved with an inclusive program. Ask what the benefits have been, the challenges they have faced, and their recommendations for you as you return to your school.

Comments:

Instructions for Site Team Members

Module 4 - Administrative Leadership

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.).
2. Check out the module materials to the intern. Please check to be sure that all materials are in the box. This module should contain three readings and the "Winners All" document.
3. Review the assignment page for the module with the intern. Make sure they understand what to do for each activity.
4. The intern will be required to interview a school administrator who is involved with an inclusive program. The supervising team member will need to coordinate this with the intern.
5. The supervising team member is responsible for signing off on the readings and activities under the "Date Completed."
6. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
7. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the "Winners All" document.

Interns that receive training as a team should keep a team copy of the materials, not one for each team member.

INTERNSHIP MODULE 5:
**ASSESSMENT AND
PROGRAM PLANNING**

Internship Module Draft 1
SEWBMODULES
9-1-93

ASSESSMENT AND PROGRAM PLANNING

Overview

In this module the intern will learn how to use things like family-focused assessment and ecological inventories to provide an appropriate program for a student in an inclusive setting. This information will be covered through readings, videotape and the actual completion of an assessment.

Assignments

Date Completed

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
1. Read the following information:
 - a. Rainforth, B., MacDonald, C., York, J., & Dunn W. (1992). "Collaborative Assessment" in Collaborative Teams for Students with Severe Disabilities. (Rainforth, York & MacDonald, Eds.) Baltimore: Brookes pp. 105-155
 - b. Rainforth, B., York, J. & MacDonald, C. (1992). "Collaborative Individualized Education Programs" in Collaborative Teams for Students with Severe Disabilities. (Rainforth, York, & MacDonald, Eds.) Baltimore: Brookes pp. 157-177.
 - c. C.O.A.C.H.: *Choosing Options and Accommodations for Children* v.6.0. A manual from University of Vermont (1993).
 2. Complete the following activities:
 - a. Complete the COACH on a targeted Student at the internship site.
or
Review a completed COACH and discuss with teacher and write objectives for that student using the parent selected priorities.
 - b. Do an Ecological Inventory for one portion of a targeted student's day (i.e., arrival time, lunch, morning group, spelling, etc.). Included in that form will be the Discrepancy Analysis showing what parts of the routine the student does not currently perform.
 - c. Using the Ecological Inventory, write a program training the student to perform the step, or to learn to use an adaptation to perform the step, they cannot presently perform.
 - d. Review the MAPS video and accompanying manual (available in Module 1) and discuss with the supervising teacher how they might use the results to produce objectives or plan the student's program.

Comments:

Instructions for Training Site Team Members Module 5 - Assessment and Program Planning

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.)
2. Check out the module materials to the interns. Please check to be sure that all readings, videos, etc. are in the box that you give them. This module should contain:
 - Article "Collaborative Assessment"
 - Article "Collaborative Individualized Education Programs"
 - Article "The Discrepancy Analysis Technique"
 - Other items stored in Module 1 - Family Involvement
 - MAPS Manual
 - COACH Manual
 - MAPS Video
3. Review the assignment page for the module with the intern. Make sure they understand what they are to do for each activity.
4. The interns will be completing a COACH with a targeted student at the site or if that is not possible viewing a completed COACH. If the intern is to complete a COACH a team member needs to do that with them as this is a parent centered instrument and the intern will not be familiar with the parents. The intern should be as involved in the process as the team member and parent feel comfortable with. If the intern reviews a completed COACH, the team member will need to provide one and should be prepared to go over it with them specifically to outline how the priorities are being met on the student's program
*Please note interns are not required to do this activity if they have already completed it for Module 1 - Family involvement. Please write that information on the Date Completed line for this activity.
5. Interns may need some assistance in getting started with the Ecological Inventory. If supervising team member is not familiar with this process please arrange for the intern to meet with the special education teacher or another team member that is familiar with Ecological Inventories.
6. The supervising team member is responsible for signing off on the readings and activities under the "Date Completed."
7. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
8. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified to replace items missing from the modules, as soon as possible to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the COACH and MAPS manuals if they have not already received them with Module 1 - Family Involvement.

Interns that receive training as a team should keep a team copy of the materials, not one for each member.

INTERNSHIP MODULE 6:
FRIENDSHIPS

Internship Module Draft 1
SEMB\MODULES
9-13-93

FRIENDSHIPS

Overview

This module will help to put the aspect of friendships and socialization into perspective in an inclusive program. Included in this module are a videotape, readings and activities that focus on assisting students in learning together.

Assignments

Date Completed

1. Read the following information:

a. Villa, R., & Thousand, J. (1992) *Student Collaboration: An Essential for Curriculum Delivery in the 21st Century in Curriculum Considerations in Inclusive Classrooms*. Baltimore: Brookes, pp. 117-142.

b. Schaffner, C.B. & Buswell, B (1992) Connecting Students. Peak Parent Center, Colorado.

2. Complete the following activities:

a. View the videotape "With a Little Help From My Friends."

b. Read the directions and complete the "Circle of Friends" activity. The "Circle of Friends" is demonstrated in the video "With a Little Help From My Friends." A written description is provided with these materials.

c. Set up a "Circle of Friends" activity for a targeted student at the site. This could be a meeting to discuss a problem the student is having or a plan to go to some activity after school hours (i.e. dance, skating party, etc.)

d. Complete the Reflection Exercise on pp. 37-38 of the Connecting Students reading.

Comments:

Instructions for Site Team members Module 6 - Friendships

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.)
2. Check out the module materials to the interns. Please check to be sure that all readings, videos etc., are in the box that you give them. This module should contain:
 - Connecting Students Manual
 - Video: With a Little Help From My Friends
 - Circle of Friends Activity
 - Article "Student Collaboration"
3. Review the assignment page for the module with the intern. Make sure they understand what they are to do for each activity.
4. The interns are required to set up a "Circle of Friends" activity at the site. If any of the students already has a working "Circle", the intern can be in charge of running a meeting. If there is not one established the supervising team member should help the intern select a student and make a plan to establish a "Circle."
5. The supervising team member is responsible for signing off on the activities and readings under the "Date Completed."
6. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
7. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules, to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the "Connecting Students" booklet.

Interns that receive training as a team should keep a team copy of the materials, not one for each member.

INTERNSHIP MODULE 7:
TRANSITION

Internship Module Draft 1
SEMB\MODULES
9.13.93

TRANSITION

Overview

This module is concerned with the transition of individuals with severe disabilities or deaf-blindness from one educational program to another and/or the transition of these individuals into the community as adults. This information will be covered in the form of readings.

Assignments

Date Completed

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
1. Read the following information:
 - a. *The Team Planning Process for Transitioning and Maintaining Students Within Local Schools* in The Homecoming Model (1986). Vermont, pp. 27-32. (include Appendix A)
 - b. *Community Intensive Instruction in the Intermediate and Middle School years* in The Comprehensive Local School by Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J. & Goetz, L. (1989). Baltimore: Brookes, pp. 103-150.
 - c. *Transition from School to Work and Community Service* in The Comprehensive Local School by Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J. & Goetz, L. (1989). Baltimore: Brookes, pp. 151-196.
 - d. Mount, B. & Zwernik, K. (1988). "It's Never Too Early It's Never Too Late" booklet. Minnesota Metropolitan Council.
 2. Complete the following activities:
 - a. Interview the special education teacher at the site. Ask them the procedure at their school for initiating a transition plan for a student with significant disabilities that is 14 years old. You may want to know specifically what outside agencies are invited to meetings and how the school gets other services involved.
 - b. Complete the Ecological Inventory (see Module 5 for more information) at a job site that has been set up for a targeted student. This will include the Discrepancy Analysis for that student and some ideas for training.

Comments:

Instructions for Training Site Team Members Module 7 - Transition

1. Determine which team member will be supervising the intern. Attempts should be made to pair interns with a site team member that works in the most closely related position (i.e., administrator with administrator, occupational therapist with another therapist, elementary teacher with elementary teacher, etc.)
2. Check out the module materials to the interns. Please check to be sure that all readings, videos, etc. are in the box that you give them. This module should contain:
 - "It's Never too Early, It's Never Too Late" Manual
 - Homecoming Model, pp. 27-32
 - Article "Community Intensive Instruction"
 - Article "Transition from School to Work and Community Service"
3. Review the assignment page for the module with the intern. Make sure they understand what they are to do for each activity.
4. Intern will be completing the Ecological Inventory at a new job site for a targeted student. Supervising team member should set up the intern with a job site. If that is not possible, have them complete the Inventory for an existing job so they can see the Discrepancy Analysis portion specifically.
5. Supervising team member is responsible for signing off on the activities and readings under the "Date Completed."
6. Completed assignment sheets should be collected and returned to the PACE Project Director by the intern.
7. Supervising team member is responsible for reassembling the module materials as the intern completes them. PACE Project Director should be notified as soon as possible to replace items missing from the modules to ensure that interns will have the materials when they need them.

Interns will be allowed to keep the "It's Never Too Early, It's Never Too Late" Manual.

Interns that receive training as a team should keep a team copy of the materials, not one for each member.

KSBE PACE Pilot Program

ACTION PLAN	Follow-Up		Follow-Up	
Made by: _____ _____ _____ Role(s): _____ 1. _____ _____ _____ Person Responsible _____ Date of Plan _____ Completion Date _____	Date:		Date:	
	Degree of Impl	Comments/Outcome	Degree of Impl	Comments/Outcome
2. _____ _____ _____ Person Responsible _____ Date of Plan _____ Completion Date _____				
3. _____ _____ _____ Person Responsible _____ Date of Plan _____ Completion Date _____				

Imp - Implemented
I - Initiated

PI - Partial Imp
NP - No Progress

SEMBSPACE

INTERNS SATISFACTION SURVEY

Date _____ Internship Site _____
 Please rate the following items based on your satisfaction with the internship

	Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
1 The program at the internship site presented a model of inclusive instruction for students with dual sensory impairments or severe disabilities.	4	3	2	1
2 The teachers at the internship site were adequately prepared to supervise and guide my internship.	4	3	2	1
3 The internship overall was a helpful experience.	4	3	2	1
4 The reading assignments were helpful and appropriate.	4	3	2	1
5 The videos were helpful and appropriate.	4	3	2	1
6 The activities (e.g., parent interview, collaborative team meetings, ecological inventory) were helpful.	4	3	2	1
7 The timing and arrangements for the internship were convenient.	4	3	2	1
8 I was adequately prepared to go back and begin to implement activities within my classroom/school.	4	3	2	1
9 The amount of time and work required of me was appropriate.	4	3	2	1
10 The communication prior to the internship let me know what to expect and I felt prepared	4	3	2	1

Comments: _____