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C&I 595.01: Partnerships for Diversity - Perspectives on the Lives of People with Severe Disabilities

Timm Vogelsberg
University of Montana - Missoula

Richard I. Kiefer-O'Donnell
University of Montana - Missoula

Marsha R. Katz
University of Montana - Missoula

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**Partnerships for Diversity
 Perspectives on the Lives of People with Severe Disabilities
 Fall, 2002 - University of Montana/MSU-Billings**

Instructors:

Name:	Dr. Timm Vogelsberg	Dr. Richard Kiefer-O' Donnell	Ms. Marsha Katz	Mr. Bob Liston
Address:	The University of Montana: Rural Institute 634 Eddy Avenue Missoula, MT 59812	The University of Montana: Rural Institute 634 Eddy Avenue Missoula, MT 59812	University of Montana Rural Institute 52 Corbin Hall Missoula, MT 59812	904 A-Kensington Missoula, MT 59812
Phone:	243-5467	243-4145	243-5467	542-2611
Fax:	243-4730	243-4730	243-4730	
E-Mail:	rtvogels@selway.umt.edu	Odonnell@ruralinstitute.umt.edu	mrkatz@selway.umt.edu	adaptmtbob@aol.com
WWW:	http://www.ruralinstitute.umt.edu			

Office Hours: By appointment through phone or email.

Course Description: This course is focused on the evolving philosophy, practices, and laws that have guided the evolution of services for individuals with severe disabilities, with an emphasis on trends in service practices in the last 50 years. Current standards of best practice that have a foundation in an inclusive values base will be examined in the areas of education, residential services and supports, employment, and community living. The course will structure opportunities to integrate information from multiple sources: Readings (current and historical); direct experience in adult service settings; interaction with leaders in the field; and interaction with people with disabilities. Classes are offered via The University of Montana Rural Institute on line servers at designated sites across the state. In addition, e-mail and activities using other forms of electronic and non-electronic forms of communication are required course components.

Required Reading: You should have already received / purchased the book below for use in previous classes. It will continue to be used this semester along with the readings which can be downloaded from our website or from CD:
 Snell, M. E., & Brown, F. (2000). Instruction of students with severe disabilities (Fifth

edition). Upper Saddle River, NJ: Merrill Publishers.

In addition, students will be provided with a CD of required readings. The CD can be opened and each article (with author's first name and beginning of the title) can be opened and printed. The titles and reference citations for these readings are included in this document. For each online class session and alternate weeks, readings that are expected to be read *in preparation for* the class and / or assigned activity are identified by reference or Chapter number (Snell text readings).

Course Schedule: Course activities will occur via online, teleconferences, e-mail exchanges, and other internet-based activities. The online class times are identified below. In the weeks between online sessions, alternative formats, assignments, and activities will be utilized to continue dialogue on course topics. Those alternative activities requiring involvement at a specific time, such as participation in a teleconference, will be scheduled with student input once the semester has begun.

On Line MEETING DATES - MONDAYS 5:00 - 8:00

o	September 30	November 25
o	October 14	December 9
o	October 28	December 17
o	November 11	Additional Dates to be Announced

Session	Date/Time	Topics	Readings/Project Due Dates
1 On Line	September 30,	o course overview o history of disability o normalization principle o the continuum concept	Readings #1-3 Review Syllabus
	Week of October 7	N Written response to questions about the continuum concept and normalization via e-mail.	<u>Response to Readings 2 and 3</u>
2 On Line	October 14	o Deinstitutionalization i Disability Culture i Self-Advocacy i Community Organizing	Reading #4

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	Week of October 21	? Listen to <u>Beyond Affliction</u> Part 1, 2, 3, or 4 N Written response to Reading #5	Reading #5 <u>Response to</u> <u>Reading 5</u>
3 On Line	October 28	o Educability debate i Changing the System	Readings #6-7 <u>Media Reviews Due</u>
	Week of November 4	N Written response to readings 8 and 9	Readings #8-9 <u>Residential Site Visit</u> <u>Posted</u> <u>Response to</u> <u>Readings 8 and 9</u>
4 On Line	November 11	o Evolving practices in the education of students with severe disabilities	Readings #10 -14 <u>Vocational Site Visit</u> <u>Posted</u> <u>Submit Two</u> <u>Questions for Lou</u> <u>Brown</u>
	Week of November 18	? <i>Tentative:</i> Teleconference with Dr. Lou Brown, University of Wisconsin L submit two questions in advance N written reaction to teleconference	Review Lou Brown Readings
5 On Line	November 25	o Evolving practices in the employment of people with severe disabilities	Reading #15-17 <u>Response to Lou</u> <u>Brown Readings and</u> <u>Teleconference</u>
	Week of December 2	L Bulletin board posting/ discussion of vocational setting and residential setting site visit observations	<u>Climate for Inclusion</u> <u>Due</u>

6 On Line	December 9	<ul style="list-style-type: none"> o Recreational options: Are specialized programs still necessary? i Lessons in Practical Transition 	Readings #18-19 <u>Submit two questions for Sherril Moon</u>
	Week of December 16	<ul style="list-style-type: none"> ? Tentative: Teleconference with Dr. Sherril Moon, University of Maryland L submit two questions in advance 	
7 On Line	December 17	<ul style="list-style-type: none"> o Ten years after the ADA: Personal reflections from some Montanans i Class Presentations i Final reflection: The promise of adulthood 	Snell & Brown, Chapter 16 <u>Response to Snell Chapter 16</u>

Course Requirements and Assignments:

- , **Media Review (20 points).** Students will review one children's book and one example of popular media (e.g., movie, newspaper article) that includes someone with a disability. Using the evaluation tools provided (See Project Guide #1), the student will critically review these two examples and analyze the nature of the portrayal of disability in these works.
- , **Site Visits (20 points).** Students will visit a program that provides residential services to individuals with severe disabilities, as well as a program that provides vocational services to individuals with disabilities. Project Guide #2 contains details about what is required in a report of these observations.
- , **Evaluating the Climate for Inclusion (25 points).** Students will be provided with several instruments that are designed to assess perceptions about inclusion on the part of parents, faculty, and students. These questionnaires are to be distributed to at least two of these groups (parents, faculty, students). Students will compile the results, compare responses across groups and, based on this information, design an informational staff development session that provides accurate information about inclusive schooling practices and addresses concerns that survey results suggest are strong among these groups. Project Guide #3 provides additional detail.

Response to Readings (29 points). Throughout the class, specific questions will be posted on the class bulletin board to which individual student responses are required. Responses are required for the following topics/readings:

- N Written response to questions about the continuum and normalization concepts (Readings 2, 3) (4 points)
- N Written response to Reading #5: Supported Living: Beyond Conventional Thinking and Practice (4 points)
- N Written response to readings #8 and 9 - (4 points)
- N Written reflection about Lou Brown readings and teleconference (4 points)
- N Bulletin board posting of site observation information (5 points)
- N Final Reflection: Snell Chapter 16 (8 points)

Teleconference Preparation (6 points). We are working to schedule at least three people who will serve as class “guest speakers” in a teleconference format. We will link class members together on a conference call. In order to use the time well and be prepared for each discussion, students will be asked to draw upon assigned readings and class discussion in order to formulate at least two questions that could be posed to the guest speaker. This will occur in conjunction with the following topics:

- L Educational practices for students with severe disabilities
- L Recreation options for individuals with severe disabilities

For each teleconference, 2 points are allocated for questions submitted *in advance* of the conference call.

Assignment Completion Schedule:

Project	Date Due
Media Reviews (two)	October 28
Site Visit - Residential Program	November 4
Site Visit - Vocational Program	November 11
Climate for Inclusion Project	December 2

Project	Date Due
Response to Readings N N N N Response to Lou Brown r N Posting of site observ N	October 7 October 28 November 11 November 25 December 2 December 17
Teleconference Preparation Lou Brown Sherril Moon	November 4 December 2

REIMBURSEMENT, GRADING, AND INCOMPLETES

Grading

‘ For all Partnerships classes, traditional University grading will be used as follows:

- 90 - 100 points..... A
- 80 - 89 points..... B
- 70 - 79 points..... C
- 60 - 69 points..... D
- 0 - 59 points..... F

‘ All late assignments will be reduced by 5%. For a 10 point assignment this represents ½ point or a maximum of 95% is possible.

Reimbursement (for those students approved for tuition reimbursement only)

‘ Students will be reimbursed for the cost of each classes tuition once they have completed the course with a satisfactory grade. An A or B is considered a satisfactory grade and will result in reimbursement. Students receiving a grade less than an A or B or not completing the course within one semester following an incomplete grade will not have their tuition reimbursed. Reimbursement typically takes two to four weeks.

‘ For some classes, students will be responsible to purchase books and readings with their own funds.

‘ Incomplete grades require a grade change and take time to process. Taking an incomplete grade usually delays the reimbursement process. The two to four week

time line for reimbursement does not apply for incomplete grades.

Incomplete Grades

- ' If circumstances (illness, etc.) warrant it and the instructor approves, students will be allowed to take an incomplete grade.
- ' An incomplete grade must be changed within the following semester. If work is not completed during the following semester then a grade of F is automatically entered. This grade can only be changed if the student has a valid excuse (illness, etc.) for not completing the incomplete course work in the following semester.
- ' Students in the Partnerships sequence will not be allowed to register for additional classes if carrying more than one incomplete grade.

Doing Assignments Over

- ' For classes where the instructor allows this, assignments handed in on time can be done over within two weeks following the return of the assignment. Assignments handed in late or in the last week of the semester **CANNOT** be done over.
- ' Assignments not done over within the two week period will receive the original grade given to them.
- ' Assignments can only be done over ONCE to improve the grade.
- ' Students deciding to take an incomplete grade do not have the option to do assignments over and receive the grades awarded for all assignments.

REQUIRED READINGS

These readings are available at the web site and will be distributed directly to students on CD. The course schedule indicates the date by which they need to be read in order to support class participation during On Line sessions and to be able to respond to questions.

Session 1: Overview, Normalization and the Continuum Concept

1. Snell, M. E. (1991). Forward. Sad voices from the twentieth century. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. Xv-xix). Baltimore: Paul H. Brookes.

2. Wolfensberger, W. (1980). A brief overview of the principle of normalization. In R. J. Flynn & K. E. Nitsch (Eds.), Normalization, social integration and community services (pp. 7-30). Baltimore: University Park Press.

3. Taylor, S. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. Journal of the Association for Persons with Severe Handicaps, 13(1), 41-53.

Session 2: Deinstitutionalization and Community Living

4. Center on Human Policy. (1979). The community imperative: A refutation of all arguments in support of institutionalizing anybody because of mental retardation. Syracuse, NY: author.

5. Karan, O., & Bothwell, J. D. (1997). Supported living: Beyond conventional thinking and practice. In R. L. Schalock (Ed.), Quality of life. Volume II. Applications to persons with disabilities. Washington, DC: American Association on Mental Retardation.

6. Audio Tapes: National Public Radio (1998). Beyond affliction: The disability history project (1. Inventing the Poster Child, 2. What's Work Got to do with it?, 3. The overdue revolution, 4. Tomorrow's children). Washington, DC: National Public Radio.

Session 3: The Educability Debate / Legal Support for School Inclusion

7. Burton, T. A., & Hirshoren, A. (1979). The education of severely and profoundly retarded children: Are we sacrificing the child to the concept? Exceptional Children, 45(8), 598-603.

8. Sontag, E., Certo, N., & Button, J. E. (1979). On a distinction between the education of severely and profoundly retarded children. Exceptional Children, 45(8), 604-617.

Session 4: Evolving Practices in Education

9. Dunn, L. M. (1968). Special education for the mildly retarded - Is much of it justifiable? Exceptional Children, 35, 5-22.

10. Lipton, D. (1994). The "full inclusion" court cases: 1989-1994. NCERI Bulletin, 1(2). 1-8.

11. Brown, L., Branston-McClean, M. B., Baumgart, D., Vincent, L., Falvey, M., &

Schroeder, J. (1979). Using the characteristics of current and subsequent least restrictive environments in the development of curricular content for severely handicapped students. AAESPH Review, 4(4), 407-424.

12. Brown, L., Falvey, M., Vincent, L., Kaye, N., Johnson, F., Ferrara-Parrish, P., & Gruenewald, L. (1980). Strategies for generating comprehensive, longitudinal, and chronological age appropriate individualized education programs for adolescent and young-adult severely handicapped students. Journal of Special Education, 14(2), 199-215.

13. Brown, L., Ford, A., Nisbet, J., Sweet, M., Donnellan, A., & Gruenewald, L. (1983). Opportunities available when severely handicapped students attend chronological age appropriate regular schools. Journal of the Association for Persons with Severe Handicaps, 8, 16-24.

14. Brown, L., Long, E., Udvari-Solner, A., Schwarz, P., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989a). Should students with severe intellectual disabilities be based in regular or in special education classrooms in home schools. Journal of the Association for Persons with Severe Handicaps, 14, 8-12.

15. Brown, L., Long, E., Udvari-Solner, A., Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989b). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. Journal of the Association for Persons with Severe Handicaps, 14, 1-7.

Session #5: Evolving Practices in Employment

16. Rusch, F. R., Chadsey-Rusch, J., & Johnson, J. R. (1991). Supported employment. Emerging opportunities for employment integration. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. 145-169). Baltimore: Paul H. Brookes.

17. DiLeo, D., & Rogan, P. (1999, October). Toward integrated employment for all: APSE's position on segregated services for people with disabilities. The Advance, 10(1), 1-2.

18. Obermayer, L. (1999, May/June). Why workshops should be closed and why people should work in the community. TASH Newsletter, 25(5/6), 12-14.

Session #6: Recreation Options

19. Orelove, F. P., Wehman, P., & Wood, J. (1982). An evaluative review of Special Olympics: Implications for community integration. Education and Training of the Mentally Retarded, 17(4), 325-329.

20. Block, M. E. & Moon, M. S. (1992). Orelove, Wehman, and Wood revisited: An evaluative review of Special Olympics ten years later. Education and Training of the Mentally Retarded, 27(4), 379-386.

Session #7: Evaluating the Climate for Inclusion

21. Creating Inclusive Schools and Classroom: Developing a Plan for Change. (1993). Wisconsin School Inclusion Project, Milwaukee, WI.

Project Guide #1 : Media Review

Purpose: This project requires that you review and critically examine two examples of media in which a person(s) with a disability is(are) portrayed.

Implementation Steps: Select the items you wish to review. One review must focus on a book intended for children. The second review must focus on material intended for the general public. This could be a movie, article in a newspaper, feature story in a magazine, etc.

A. Review of Children's Book

For the children's book, review the attached guide Ten Quick Ways to Analyze Children's Books for Sexism and Racism. While the description does not specifically focus on disability, consider each of the guidelines as it would apply to issues of disability. Complete the Book Review Form, entering your comments about each of the areas identified.

Use the topic headings below to structure your written report.

1. Identification of Material - identify the book's title, author, publisher, and date of publication.
2. Summarize Storyline - Briefly describe the plot of the story.
3. Summary of Book Review Form - Based on the comments written on this review form, summarize this information, identifying the positive and negative features of the book.
4. Recommendation - Based on the information described above and any other personal reaction to the book, briefly indicate why you would or would not recommend this book to others. If you do think it is a valuable book, in what ways might you use it in schools?
5. Attach completed Book Review Form to the end of the report.

B. Review of Popular Media

For the video or other piece of popular media, critically consider the work, looking for evidence of positive and negative images. Look for evidence of positive and negative images, keeping in mind Wolfensberger's discussion of sources of deviancy

and stigmata as well as stereotypic role perceptions of individuals with disabilities. When writing up your observations, use the following topic headings to organize your report:

1. Identification of second item reviewed - Identify the name, author, format, and date of the item you reviewed .
2. Summarize Content / Plot - Describe story or purpose of movie/article.
3. Analysis of Portrayal - Consider Wolfensberger's concepts as described above. In addition, consider the following questions:
 - # Is the physical setting in which the character with a disability is portrayed normalizing?
 - # With whom does the character with a disability spend time? Does he or she have relationships with people his or her own age without disabilities?
 - # Are the activities in which the character with a disability engages normalizing?
 - # Consider the language that is used to refer to the character with a disability? Is it normalizing? Are there other symbols or images that overtly or more subtly communicate a message about the character with a disability?

In this section, it is important to support your evaluation of this work with both positive and negative examples from the work you are reviewing.

4. Recommendation - Based on the information described above and any other personal reaction to the material, briefly indicate why you would or would not recommend this item to others.
5. Summary/Concluding Thoughts

Compare and contrast the two works, drawing a conclusion about the effect that these examples would have on the image of people with disabilities formed by the audience for whom this work was intended. Share any insights you have gained from this activity about the portrayal of people with disabilities in the media.

Grading Summary: Media Reviews

Name: _____

Total Possible Points: 20

Review of Children's Book:

- 1. Identification of Material (1/2 point) _____
- 2. Summary of Storyline (1 points) _____
- 3. Summary of Book Review Form (6 points)..... _____
- 4. Recommendation (1½ point) _____
- 5. Clarity (spelling, grammar, readability) (1 point) _____

Review of Popular Media:

- 1. Identification of Material (1/2 point) _____
- 2. Summary of Content/Plot (1 point)..... _____
- 3. Analysis of Portrayal (7 points)..... _____
- 4. Recommendation (1/2 point) _____
- 5. Clarity (spelling, grammar, readability) (1 point) _____

Total Points: _____

Project Guide #2: Site Visit

Purpose: This project is designed to provide students with the opportunity to see programs that provide services for students with disabilities after they leave the school system. The focus on residential and vocational programs corresponds with an examination of changing practices in class discussions and readings.

Procedure: Identify programs in your community or region that provide these types of services. When contacting programs, identify yourself as a professional providing services to students with disabilities who, for part of a graduate class, is interested in seeing programs that are available to provide services to your students when they leave school. It is important that you make contact early in the semester. It may take some time to schedule an observation time that is mutually agreeable. During your visit, gather information about the services provided by speaking with a staff member, and observe program practices in the vocational and residential setting. Use the set of questions included in this guide as a starting point in speaking with staff. Offer to send the list of questions that you are interested in to the program staff member you will meet with in advance of your visit. While you can certainly take notes when you sit and talk with this person, it is more respectful to write any other notes and reactions about what you see when you are actually looking at the program facilities and / or speaking to program participants *after* you leave the facility. It is not our intent to make other service providers or program participants feel that they are being evaluated or criticized.

Generate a Written Report: For each site observation (vocational and residential program), use the following outline to organize your report.

1. Identification of Program - Identify the service provider and name of program that you visited.
2. Description of Services: Summarize information from the questions you asked of the program staff member. Limit yourself to objective information in this section of the report.
3. Normalization: We have discussed the principle of normalization and current standards of "best practice" in services for individuals with severe disabilities. Consider these ideas, as well as the targeted questions below in giving your opinion of the practices of this program. This is an opportunity for you to share subjective thoughts about the program but use concrete examples of things you saw in order to substantiate your opinion.

Physical Setting: *Was the physical setting normalizing? Is the setting one in*

which you would want to spend time? Consider factors such as: (a) the neighborhood in which the program is located, (b) the internal and external appearance of the facility; and (c) what is in physical proximity to this program site

Relationships and Groupings: *What social groupings and/or interaction did you observe in this setting? Who were program participants interacting with? Did the grouping sizes/composition facilitate social interaction with individuals with and without disabilities?*

Activities and Use of Time: *What things were going on in the setting in which you observed? Were activities normalizing? Were activities things that you would want to spend time doing? Did activities promote independence and personal autonomy?*

Language and Other Symbols: *What type of written and spoken language did you observe/see? Were program participants treated in a dignified and age appropriate manner? Were personal appearance and personal possessions enhancing and age appropriate?*

Based on your observation in these programs, how “normalizing” do you feel that the services are?

4. Conclusion: Summarize your thoughts about the program that you visited. Assuming that this program represents a sizeable proportion of services available in your community, what conclusions can you draw ?

Site Visit Service Description Potential Questions Vocational Program Visitation

1. What is the name of the program and what population do they serve?
2. Does the program have a mission statement? What is the overall philosophy toward employment for individuals with severe disabilities?
3. What are the program's eligibility requirements? Are there any prerequisite skills required? How many candidates are on the waiting list?
4. What range of services are offered: Postsecondary training? Vocational evaluation? Situational / behavioral assessment? Job seeking skills? Career counseling? Job placement? Supported, Sheltered, Day programs?
5. Are services community-based, facility-based, or both?
6. What types of jobs are being developed by this agency? Do individuals have career choices? Do students retain paid jobs that they had while still in school?
7. How many candidates are placed in community employment each year?
8. What are the average worker's earnings hourly, weekly, monthly, yearly?
9. What is the average number of hours worked by individuals daily and weekly? Is the work temporary or seasonal?
10. What long-term supports are provided by the agency? What happens to workers if they lose a job in the community?
11. What is the ratio of workers with disabilities to workers without disabilities?
12. What are the agency's primarily funding sources?
13. Is the program accessible by public transportation or does the program provide specialized transportation?
14. What is the ratio of staff to workers?
15. Are the program's services "customer" driven? Are customers satisfied with

the services they receive?

Site Visit Service Description Potential Questions Residential Program Visitation

1. What is the name of the program?
2. Does the program have a mission statement? What is the overall philosophy relative to residential supports for individuals with severe disabilities?
3. What population(s) does the program serve?
4. What are the program's eligibility requirements? Are there any prerequisite skills required? How many candidates are on the waiting list?
5. What range of services are offered?
6. How many individuals move on to less restrictive residential settings?
7. What long-term supports are provided by the agency? What happens to workers if they lose a job in the community?
8. What are the agency's primary funding sources?
9. What form of transportation is available to individuals who live here?
10. What is the ratio of staff to workers?
11. Are the program's services "customer" driven? Are the customers (e.g., individuals with disabilities, employers, parents) satisfied with the services that they receive?

Grading Summary: Site Visits

Name: _____

Total Possible Points: 10 points each

Residential Site Visit Report (circle)

1. Identification of Program (1/2 point) _____

2. Description of Services (2 points) _____

3. Normalization (6 points) _____

4. Conclusion (1 points) _____

5. Clarity (spelling, grammar, readability) (1/2 point)

Total Points Residential:

Vocational Site Visit Report (circle)

1. Identification of Program (1/2 point) _____

2. Description of Services (2 points) _____

3. Normalization (6 points) _____

4. Conclusion (1 points) _____

5. Clarity (spelling, grammar, readability) (1/2 point)

Total Points Vocational:

Project Guide #3: Evaluating the Climate for Inclusion

Purpose: This project is intended to provide students with the opportunity to consider where their school's position relative to the issue of inclusion. It will also identify "next steps" that can be taken within a school building to create a better understanding of best practices in this area.

Procedure: Students will be provided with an instrument designed to measure the different perceptions of inclusion. Examples are provided that focus on gathering information from teachers and administrators, family members, and students. Students will select and administer the survey, focused on two different groups. Information from these surveys will then be summarized, analyzed, and compared, providing a picture of the building's perspectives about inclusion.

The student will then review and respond to the questions outlined in the document Creating Inclusive Schools and Classrooms: Developing a Plan for Change. This will provide an opportunity to focus on practices that collectively, create a culture in the school. Using the information gained through this reflection AND the results of the surveys, the student will then design an action plan, identifying at least two "next steps" that can be taken to work positively to promote a better understanding of inclusion and / or the adoption of practices that will better support students with disabilities in general education classrooms.

Project Report: A written description of these efforts should be organized as follows, containing the following pieces:

1. Description of Bldg - Provide information about the building, including the grades served, number of students (with and without disabilities), number of faculty, location, and other information that helps create a "picture" of the setting.
2. Current Approaches to Inclusion - Summarize responses to questions about current practices in the Creating Inclusive Schools document. Attach the completed document to this report.
3. Summary of Survey Information - Identify the instruments used to gather information from different groups within your school. Summarize the results of each survey.
4. Identify Areas for Development - Based on the information from the activities, identify what you see as priority areas for development. Do not limit yourself to things that YOU can do at this point. Rather, think broadly about the different areas in which practice or perception could change to support a more inclusive approach to education.

5. Personal Action Plan - Select at least two action steps that are possible for you to do that in some way respond to one or more of the areas identified as needing development / support in your school. While an individual person in a school cannot, by themselves, create large scale change, we would like you to think about some things that you CAN do to create better support for inclusion.

Grading Summary: Evaluating the Climate for Inclusion

Name: _____

Total Possible Points: 25

1. Description of Building (1 point) _____

2. Summary of Current Approaches to Inclusion (attach completed form to end of report) (12 points)..... _____

3. Summary of Survey Results (6 points) _____

4. Identification of Areas for Development (3 points) _____

5. Personal Action Plan (3 points) _____

Total Points: _____