

# Best Practices for Inclusive Education Survey

This survey should take approximately 5-8 minutes.

Instructions:

Answer questions 1-3

Directions for questions 4 - 31: For each possible best practice below, choose from a ranking of 1 to 10. A ranking of 1 indicates that the item **would not be** considered a best practice. A ranking of 10 indicates that the item is one of the most important best practices.

Notes: 1) You are rating all inclusive practices based on your understanding of the practice - You do not have to have personal experience with implementing these practices. 2) You can assume all students will already have access to ADA/Title 5 accommodations (academic adjustments, auxiliary aids, and services) - these are already required. 3. An inclusive practice is an activity or service that supports a student with a disability who is taking classes with students who do not have disabilities.

\* Required

1. Name (optional)

2. Title/Role (choose all that apply) \*

Student/Program Participant

Parent

Support Staff (education)

Support Staff (program)

Teacher

Counselor

Administrator

Community Partner

Other

3. Do you participate in the Orange County Local Partnership Agreement (OCLPA) sub-committee on inclusion? \*

Yes

No

4. Person-Centered Planning/Interactive Process (a planning process where the focus is on the individual who has a disability and their hopes, dreams, and goals for their life. The individual with the disability is often given the power to make their own decisions regarding their plans for the future) \*

1

2

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4

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6

7

8

9

10

5. Specialized Counseling (counseling that specifically supports students with disabilities e.g. as they learn how to get around campus, locate campus and community resources, coordinate services that support inclusion, etc.) \*

1 2 3 4 5 6 7 8 9 10

6. Intrusive case management (case manager actively seeks to support the student; often there is a system in place that gives a counselor or student services staff a notification e.g. student stopped attending class, and the case manager reaches out to the student) \*

1 2 3 4 5 6 7 8 9 10

7. Coordination of inclusive services (a counselor or student services staff who has the primary responsibility of identify and coordinating services that support the inclusion of students with disabilities) \*

1 2 3 4 5 6 7 8 9 10

8. Educational Coaching (support staff who helps with organizational skills, social cues, communication, scheduling, and other executive functioning (plan, focus, remember, time management, self-monitor) skills, etc.) \*

1 2 3 4 5 6 7 8 9 10

9. Specialized instructional labs and tutoring (instructional resources and services that support student persistence - help students continue with their educational and vocational goals) \*

1 2 3 4 5 6 7 8 9 10

10. Universal Design for Learning (UDL is purposely setting up the learning environment in a way that supports all students; UDL methods promote flexibility in the ways students access material, understand instruction, and demonstrate learning) \*

1 2 3 4 5 6 7 8 9 10

11. Use of Emerging Technologies (new technologies that make it easier for students to access instructional materials and to learn such as SmartPens, Kurzweil/screen-readers with additional learning tools, audio recording apps, etc.) \*

1 2 3 4 5 6 7 8 9 10

12. Governance Policies that support inclusion (policies put in place by colleges, universities, and other educational institutions that make the inclusion of students with disabilities a high priority) \*

1 2 3 4 5 6 7 8 9 10

13. Create Ally Programs (identify and provide training to Instructors, Professors, and Administrators who support inclusion, including the willingness to try new programs and services that might lead to more students with disabilities being successful in school) \*

1 2 3 4 5 6 7 8 9 10

14. Technology training for students (general training to help students learn how to use educational tools such as electronic course management systems, website, registration, etc.; technologies that all students need to access their education) \*

1 2 3 4 5 6 7 8 9 10

15. Technology training for students (training on how to use technologies that support learning, persistence, and success e.g. assistive technology, Smart-pens, JAWS, Kurzweil, speech to text, audio books, etc.) \*

1    2    3    4    5    6    7    8    9    10  
                          

16. Peer Mentors (students or former students who can help new and current students understand many aspects of college such as where to go for services, how to find places on campus, who to talk to when they need help, etc.) \*

1    2    3    4    5    6    7    8    9    10  
                          

17. Teaching students how to navigate the campus (making sure new students know where things are on campus) \*

1    2    3    4    5    6    7    8    9    10  
                          

18. Labs that support neuro-diversity (a space or place for students to go when they need to feel safe; a space that supports the executive functioning needs of students - plan, organize, focus, remember, time management, communication, self-monitor, social skills, etc.) \*

1    2    3    4    5    6    7    8    9    10  
                          

19. Co-teaching model (pairs a teacher who is an expert on the class content/subject with a basic skills or disability support services instructor, e.g. IBEST model - Washington State, Integrated Basic Education Skills and Training) \*

1    2    3    4    5    6    7    8    9    10

20. Career Development and College Prep Curriculum (courses that provide the skills needed to advance to more advanced educational goals and employment) \*

1 2 3 4 5 6 7 8 9 10

21. Co-enrollment in Disability Support Services classes (classes that provide support for academic and vocational skill development so that students will have a better opportunity to succeed with their inclusive classes and employment) \*

1 2 3 4 5 6 7 8 9 10

22. Specialized degree or certification (for example, an AA Degree designed for students with Intellectual and Developmental Disabilities; Students take inclusive classes with a pathway designed to support their completion of a degree or certificate that will help them obtain a better job upon graduation) \*

1 2 3 4 5 6 7 8 9 10

23. Transportation including mobility training for public transportation (for example, teaching students how to ride the city bus) \*

1 2 3 4 5 6 7 8 9 10

24. Partner with independent living programs to provide both on-campus instruction and "real world" instruction e.g. in an apartment setting (independent living programs provide services to support individuals living in their own apartments) \*

1 2 3 4 5 6 7 8 9 10

25. Participation in workforce development training (this can be classes that teach employment skills, or programs that provide 1:1 support to help people learn to write a resume, apply for a job online, fill out job applications, practice interviews, find employers who need to hire, and get a job) \*

- 1   2   3   4   5   6   7   8   9   10

26. (optional) Add any inclusion activity not previously listed

27. If you added an inclusion activity in #26, Please Rate that strategy here

- 1   2   3   4   5   6   7   8   9   10

28. (optional) Add any inclusion activity not previously listed

29. If you added an inclusion activity in #28, Please Rate that strategy here

- 1   2   3   4   5   6   7   8   9   10


30. (optional) Add any inclusion activity not previously listed

31. If you added an inclusion activity in #30, Please Rate that strategy here

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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