

Quality Indicators for Students with Significant Disabilities: Step 1: Know Your Student
Diagnose for Instructional Design

Quality Indicators <i>Communication</i>	Ideal	Implementation				As Evidenced By: Self-Assessment/ Observation/Interview Comments:
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
<i>Receptive Communication</i>	Engineer the environment so that communication occurs all of the time					
	Provide receptive input/aided language stimulation (modeling)					
	Access to communication-Provide frequent opportunities to communicate in all environments					
	Communication functions- the learning environment reflects a balance and variety of communication functions					
	Communication is adapted to student receptive modality and language ability					
	Communication Instruction is consistent across all educational team members					

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<i>Expressive Communication</i>	Each student has a communication system that is effective, efficient, and is understood by a variety of people					
	The communication system is chronologically age appropriate, student center and the format meets the sensory needs of the student (i.e. vision, symbols, etc.)					
	Each student has access and opportunity to use their communication system throughout the day and in all school environments					
	A student's behavior is considered communication					
	Staff respond to communicative attempts as if they were intentional (Shaping to build intentional communication)					

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Quality Indicators <i>Assistive Technology</i> The QIAT Consortium www.qiat.org	Ideal	Implementation				As Evidenced By: Self-Assessment/ Observation/Interview Comments:
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
<i>Inclusion of AT in the IEP</i>	Teachers ensure that students have the opportunity use technology, including assistive technology written in their IEPs					
	<i>Consideration</i>	Use of the SETT Framework				
	<i>Implementation</i>	Teachers proactively incorporate technology into teaching and learning activities to support diverse learners				
	Students regularly use technology, including assistive technology, as required to participate in learning activities, complete assignments and interact with peers					
	Students who have difficulty with oral communication utilize technology to support communication efforts Students who experience difficulty :					
	Reading, math, and writing utilize technology to access and utilize information resources & acquire and demonstrate knowledge and skills					

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	Physical or sensory access to classroom materials utilize technology as need to access the curriculum					
<i>Assessment</i>	Teachers regularly measure the effectiveness of technology for learning					
<i>Professional Development</i>	Teachers access professional development opportunities to support technology use in teaching and learning					
<i>Evaluation of Effectiveness</i>	Teachers routinely include specific evidence about technology use when reporting student progress to parents					
<i>Administrative support</i>	Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including assistive technology in teaching and learning					
	Administrators and Instructional Technology Staff ensure that teachers have equitable access to current technologies, software, appropriate technical support, and the internet					
	Administrators ensure that principals and teachers know how to access resources to support students					

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		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
<u>Self Determination</u>						
<i>Student Centered Planning</i>	<ul style="list-style-type: none"> Student and Family preferences within educational decisions (Student IEP goals align with desired future plans in living, learning, and working) 					
<i>Likes/Dislikes</i>	<ul style="list-style-type: none"> An interest inventory is completed for each student with preferences and dislikes considered within instruction and selection of reinforcers Student participates and takes responsibility for decisions and actions by communicating choices, preferences and dislikes 					

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Quality Indicators <i>Health & Safety</i>	Ideal	Implementation				As Evidenced By: Observation/Interview
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non- Existent (No)	
Health Care Plan For Students with Special Medical Needs	<ul style="list-style-type: none"> Health Care Plan is understood and provided to all staff who work with students with special medical needs 					
Training Provided to support Students with Special Medical Needs	<ul style="list-style-type: none"> Universal Precautions Specialized nutritional systems Seizure disorders Medical needs Medications CPR Positioning Specialized Equipment Medicaid Reporting 					
Safety	<ul style="list-style-type: none"> Safety needs of students with special needs are included in building level emergency plan with route and designated personnel 					

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Quality Indicators <u>Physical and Medical Management</u>	Ideal	Implementation				As Evidenced By: Observation/Interview
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non-Existent (No)	
	Changes in activity and/or position are communicated to student					
	Body positioning changed at least once every half-hour					
	Students positioning is maximized to support inclusion and interaction with instruction and classmates					
	Privacy and dignity are respected as if treated the same as their non-disabled peers					
	Feeding/positioning/and motor programming are outlined in plans that are accessible and consistently implemented across staff and environments					

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Quality Indicators <i><u>Positive Behavior Interventions & Supports</u></i>	Ideal	Implementation				As Evidenced By: Observation/Interview
		Achieved (All)	Nearly Achieved (Some)	Making Progress (Few)	Non-Existent (No)	
	School supports principles of school wide PBIS or practices a positive school environment and proactive approach to all behavior including challenging behavior					
	Individual supports and structures are in place to meet the needs of students within all instructional environments -including the general education setting					
	A comprehensive evaluation including a Functional Behavior Assessment is conducted for each student with a behavioral concern (including challenging behavior) to identify the function of the behavior					
	Students with behavior challenges have individualized Positive Behavior Intervention Plans					