

PARC: General Education Inclusion Readiness Checklist¹

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefitting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. The items in this scale include ones suggested by Nevins and Chute in the Mainstream Checklist they designed for children with hearing impairments. The scale represents some of the basic critical skills and behaviors that are thought to contribute to successful participation and inclusion.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.
Interpretation: Students with higher ratings (mostly 4s and 5s) will likely be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

| General Education Inclusion Readiness Checklist | | | | |
|---|---|---|---|--|
| Name: _____ | | Date: _____ | | |
| Completed by: _____ | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1. Knowledge of classroom routines and ability to handle transitions: | | | | |
| <input type="checkbox"/> Appears unaware of routine/does not make transitions | <input type="checkbox"/> Makes transitions with adult assistance | <input type="checkbox"/> Makes transitions by observing others | <input type="checkbox"/> Makes transitions with verbal/sign prompting | <input type="checkbox"/> Aware of routines/makes transitions independently |
| 2. Following Directions: | | | | |
| <input type="checkbox"/> Does not follow directions | <input type="checkbox"/> Follows directions with adult assistance | <input type="checkbox"/> Follows directions by observing others | <input type="checkbox"/> Follows directions verbal/sign prompt | <input type="checkbox"/> Follows directions independently |
| 3. Attention to classroom instruction (as compared to classmates): | | | | |
| <input type="checkbox"/> Student is disengaged | <input type="checkbox"/> Attends less than 25% of the time | <input type="checkbox"/> Attends 50% of the time | <input type="checkbox"/> Attends 75% of the time | <input type="checkbox"/> Attends 100% of the time |
| 4. Comprehension of classroom instruction: | | | | |
| Example: | | | | |
| <input type="checkbox"/> Does not comprehend | <input type="checkbox"/> Appears to understand information that is familiar/highly structured | <input type="checkbox"/> Appears to understand information that is familiar/highly structured and some information that is new or less structured | <input type="checkbox"/> Appears to understand most information presented | <input type="checkbox"/> Appears to have complete understanding of all information |
| 5. Typical behavior when content is not understood: | | | | |
| <input type="checkbox"/> Drops out/engages in irrelevant activity | <input type="checkbox"/> Facial cues indicate lack of understanding | <input type="checkbox"/> Looks to another student for assistance | <input type="checkbox"/> Asks for assistance from teacher | <input type="checkbox"/> Indicates specific content not understood |

¹ Adapted with permission from M.E. Nevins and P. Chute (1996). Mainstream Checklist: Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings*, (Appendix J). Singular Publishing Group, Inc.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|--|
| 6. Typical response behavior: | | | | |
| <input type="checkbox"/> Student is disengaged | <input type="checkbox"/> Does not respond when called on | <input type="checkbox"/> Answers when called on but response is not related to topic | <input type="checkbox"/> Answers when called on with response on topic | <input type="checkbox"/> Volunteers response/comment and is on topic |
| 7. Student's response and comments in lecture/teacher directed activities: Example: | | | | |
| <input type="checkbox"/> None made | <input type="checkbox"/> Not related to the topic | <input type="checkbox"/> Incorrect but related to the topic | <input type="checkbox"/> Correct and related to the topic | <input type="checkbox"/> Enriching to the discussion |
| 8. Student's participation in group discussion and cooperative learning: Describe context: | | | | |
| <input type="checkbox"/> Student is disengaged. | <input type="checkbox"/> Attentive initially; gives up | <input type="checkbox"/> Attentive; participation not productive | <input type="checkbox"/> Attentive; comments appropriately some of the time | <input type="checkbox"/> Participates constructively |
| 9. Attends and processes chain of communication: | | | | |
| <input type="checkbox"/> Does not acknowledge speaker | <input type="checkbox"/> Aware of multiple speakers in chain of communication | <input type="checkbox"/> Follows chain of communication understanding 50% of information or less | <input type="checkbox"/> Follows chain of communication understanding 75% of information or more | <input type="checkbox"/> Follows chain of communication understanding 90% of information or more |
| 10. Independently initiates communication interaction within the classroom or self-initiates a comment: | | | | |
| <input type="checkbox"/> Does not initiate | <input type="checkbox"/> Initiates inappropriately | <input type="checkbox"/> Initiates appropriately 50-70% of the time | <input type="checkbox"/> Initiates appropriately 70-90% of the time | <input type="checkbox"/> Initiates appropriately 90% of the time or more |
| 11. Academic Performance (reading, writing, math): | | | | |
| More than 3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math | 3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math | 2 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math | Within 1 year of grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math | At or above grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math |
| 12. Language Skills: | | | | |
| more than 3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive | 3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive | 2 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive | Within 1 year of age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive | At or above age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive |
| 13. Self-Advocacy Skills: | | | | |
| <input type="checkbox"/> does not know <i>when</i> information is misunderstood, does not know <i>how</i> to ask for assistance | <input type="checkbox"/> does not usually know <i>when</i> information is misunderstood; knows <i>how</i> to ask for assistance but manner is not appropriate | <input type="checkbox"/> does not usually know <i>when</i> information is misunderstood, but knows <i>how</i> to ask for assistance appropriately when needed | <input type="checkbox"/> most of the time recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition | <input type="checkbox"/> consistently recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition |

Notes:

Criteria to Determine Service Time and Acceleration Classroom Placement

Using the PARC General Education Inclusion Readiness Checklist:

| Student's Score | Support Needed | DHH Acceleration Class |
|--|---|--|
| 80% to 100% (52 to 65 points) Fed Setting 1 | Student in gen ed class all day; TDHH support with emphasis on higher-level language skills and self-advocacy skills | Compensatory skills once weekly or twice monthly |
| 60% to 79% (39 to 51 points) | Student in gen ed class majority of school day; TDHH support with focus on comprehension of key concepts, re-teaching as needed; inservicing gen ed teacher | Compensatory skills once weekly or twice monthly with addition of core academic re-teaching one to two times weekly. |
| 42% to 59% (27 to 38 points) Generally Fed Setting 2 | Gen ed for large-group lessons in math and reading; DHH guided reading group, pre-teaching and re-teaching targeting grade level language comprehension, modified instruction as needed | Compensatory skills once weekly with addition of intensive pre-teaching and re-teaching of core academics from mainstream classroom and Minnesota State Standards two to three times weekly. |
| 41% and below (26 points and less) Generally Fed Setting 3 | Gen ed for morning meeting, specialists, lunch, recess and field trips as determined by student's educational team | Compensatory skills, life skills, reading and math using general education curriculum modified visually and made hands on to increase student engagement three to five times weekly. |

Note: 100% on the Gen Ed Inclusion Checklist is equal to a score of 65.

Adapted by Valerie Shirley for the PARC Gen Ed Inclusion Readiness Checklist 2019