This manual presents the trainee's workbook and the trainer's guidelines for the sixth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 6 is on service improvement planning in implementing inclusive schools. The trainee workbook is in the form of 12 transparency masters and 7 activities which provide information and practice on service improvement planning objectives, managing complex change, developing a mission statement, building a school profile, conducting a needs assessment analysis, developing an action plan for becoming an inclusive school, and outlining an inservice training plan. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, covering the topics of restructuring to accommodate change and meeting needs through inservice training. A pre/posttest is also included. (DB)
An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 6 Service Improvement Planning

University of Kansas Schiefelbusch Institute for Life Span Studies

Kansas University Affiliated Program
Module 6

Service Improvement Planning: Skills for Implementing Inclusive Schools

Trainee Workbook

Developed by:

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Contributors
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Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
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Parsons, Kansas 67357

Project Co-Directors
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Patti C. Campbell, Ed.D.

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Service Improvement Planning Objectives

*The trainee will...*

determine the building restructuring needs of special and general education professionals, related service professionals, paraprofessionals, parents, and others.

identify methods of acquiring identified building needs.

use a systematic process for delivery of inservice training to general and special education, related service professionals, parents, and paraprofessionals.
Managing Complex Change

CHANGE = ANXIETY

CONFUSION = RESISTANCE

ANXIETY = FRUSTRATION

RESISTANCE = TREADMILL

Action Plan + Resources + Incentives + Skills + Vision

(Adapted by Kosier from Enterprise Group, LTD.)

Service Improvement Planning Trainee Workbook
A philosophy . . .

a goal or aspiration.

expresses the beliefs and or the attitudes of developers.

names or describes a strategy for achieving the goal.
Identify a Vision

We believe . . .

all students can learn.

all students have the right to pursue an independent and productive lifestyle.

interactions between all students, regardless of culture, religion, or disability are necessary to foster positive attitudes.
Our Mission Statement . . .

We recognize that students enter our school with differing background, needs, and potentials. We recognize that our students learn at different rates and in different ways. Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

- decision-making and problem-solving skills,
- proficiency in communication and academic skills,
- respect for self, others and the environment, and
- an appreciation for our American heritage, its ideals, and multicultural richness
Our Vision

Based on our beliefs and mission statement our VISION is a . . .

a school where differences are respected, attended to, and celebrated as opportunities for learning.

a school where everyone (students, faculty, staff, and administrators) is actively engaged in teaching and learning.

a school where a community of learners work together to achieve their goals.
Creating a School Vision

Directions: Encourage all team members to examine and state their beliefs and values concerning the purpose of education. List all beliefs shared by the team. Based on the beliefs shared by the team, write a mission statement that clearly describes the function of the school. Finally, capture those beliefs and dreams in a VISION statement that describes what your school could look like in the future.

WE believe:

Based on our beliefs the mission for our school is:

Our VISION for the future is:
A need is...

the discrepancy between "what is"
and "what could be."
Building a School Profile

Directions: Describe your school and surrounding community by providing the following information.

Section I-Community Information

Name of community: Anywhere, USA

Location of community: South Central USAs

Population (number and composition): 4,000; approximately 10% minority (Native American, Afro-American, Spanish speaking American) 1% migrant farm workers.

Principal Businesses/industry: Fox Creek Nuclear Power Plant, USD #194, Agriculture (cattle, wheat, corn, truck farming, apples, pecan, walnuts), National Guard, hospital, Puppet Factory, Collegiate Sportswear, Popcorn Factory

Shopping: Places, 2 hardware stores, limited specialty shops, liquor stores, grocery stores, farm store, discount store

Recreational opportunities: Recreational center, lakes (boating, swimming, skiing), swimming pool, soccer fields, baseball fields, 2 golf courses, Senior Citizens Center, bowling, Flint Hill Opera, travel, movie theater, skating

Public transportation:
Senior Citizen
Recreation Bus

Educational Facilities:
3 preschools (1 private)
1 elementary school
1 middle school
1 high school
1 junior college
Section II - School Information

Name of School: Anywhere Elementary  Grades Served: K - 5, Early (3 - 4 yrs)
Location: Center of town within walking distance of fast food restaurants and shops
Number of students (include composition): 485-500 (minority 10% - Native American, Afro-American, Spanish speaking American, 1% migrant farm worker children)

Professional/paraprofessional support:
- 5 cooks
- 1 principal
- 2 psychologists
- 1 nurse
- 5 SPED teachers
- 13 paraprofessionals
- 2 counselors
- 2 secretaries
- 1 SLP
- 1 vision consultant
- 2 music teachers
- 2 PE teachers
- 22 reg. educ. teachers
- 1 SLP
- 1 vision consultant
- 5 custodians
- 2 music teachers
- 2 PE teachers
- 2 Chapter 1 teachers
- 1 librarian

Courses/subject areas/related services offered:
- math
- reading
- PE/health
- lang
- technology
- spelling
- music/art
- independent study
- language arts
- library
- science
- creative projects
- soc'l study/fn

Inventory of classroom teaching practices:
- Cooperative learning groups
- Peer tutors
- Large group instruction
- Small group Instruction
- Individual instruction
- Field trips, special projects.

Behavior management strategies:
- Students, with teacher guidance, develop classroom practices on first day of school
- Rules are posted in each classroom
- School rules such as "quiet zone," "walk in the halls," etc. are also posted
- Appropriate behavior role playing
- Certificates for good citizen of the week, monthly for outstanding achievement

School mission statement:
- We recognize that students enter our school with differing backgrounds, needs and potential. We recognize that our students learn at different rates and in different ways. Based on these beliefs, we will provide learning experiences that promote and demonstrate: decision making and problem solving skills; proficiency in communication and academic skills; respect for self, others and the environment; and an appreciation for our American heritage, its ideals, and multi-cultural richness.

Physical layout of the school:
- Include a map of the school including use of all space and inventory of specialized equipment (computers, AV equipment, etc.). Indicate the typical or actual student and teacher/staff assignment to each space and the grade or subject matter typically taught in each space. Use the back of this page or include an additional page.
### Section III-Student Information

**Students identified as having a disability but NOT attending their *home school.*

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>Exceptionality</th>
<th>Attendance Center</th>
<th>Placement Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>SED</td>
<td>Elementary</td>
<td>Alternative placement</td>
</tr>
<tr>
<td>4</td>
<td>pre</td>
<td>SLP</td>
<td>Elementary</td>
<td>Parent request</td>
</tr>
<tr>
<td>4</td>
<td>pre</td>
<td>SLP</td>
<td>Elementary</td>
<td>Parent request</td>
</tr>
</tbody>
</table>

*School the student would attend if he/she was not identified as having a disability.*

**Students identified as having a disability and attending their home school.**

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>Exceptionality</th>
<th>% Reg. Class</th>
<th>Type of Support</th>
<th>Primary Placement Reason (if pull-out)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre(7)</td>
<td>Lang. delay</td>
<td>100%</td>
<td>Lang. development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(1)</td>
<td>ADD</td>
<td>100%</td>
<td>Behavior management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(1)</td>
<td>Speech/lang</td>
<td>100%</td>
<td>Artic. &amp; language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(1)</td>
<td>Hearing Impaired</td>
<td>95%</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(1)</td>
<td>Physical Disabilities</td>
<td>100%</td>
<td>Physical independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(2)</td>
<td>Speech/lang</td>
<td>95%</td>
<td>Artic. &amp; language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(2)</td>
<td>Speech</td>
<td>95%</td>
<td>Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(1)</td>
<td>SED/ADD</td>
<td>100%</td>
<td>Academic/crisis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(1)</td>
<td>HI</td>
<td>95%</td>
<td>Communicaton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(1)</td>
<td>SMR</td>
<td>95%</td>
<td>Social, Funct'l,Com.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(1)</td>
<td>SLD</td>
<td>100%</td>
<td>Reading recogn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(1)</td>
<td>Gifted</td>
<td>95%</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(1)</td>
<td>SED</td>
<td>95%</td>
<td>Academic/coping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3(2)</td>
<td>MR</td>
<td>100%</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3(4)</td>
<td>SLD</td>
<td>100%</td>
<td>Reading; Math; Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3(3)</td>
<td>Gifted</td>
<td>95%</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3(1)</td>
<td>Speech/lang</td>
<td>95%</td>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3(2)</td>
<td>MR</td>
<td>100%</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(5)</td>
<td>SLD</td>
<td>100%</td>
<td>Reading; Math; Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(2)</td>
<td>Speech/lang</td>
<td>95%</td>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(2)</td>
<td>MR</td>
<td>100%</td>
<td>Artic.; Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(1)</td>
<td>SMR</td>
<td>80%</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4(1)</td>
<td>Gifted</td>
<td>90%</td>
<td>Social, Funct'l,Com.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(7)</td>
<td>Gifted</td>
<td>90%</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(2)</td>
<td>MR</td>
<td>100%</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(3)</td>
<td>SLD</td>
<td>100%</td>
<td>Reading; Math; Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5(1)</td>
<td>Speech/lang</td>
<td>95%</td>
<td>Language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Service Improvement Planning Trainee Workbook**
Building a School Profile

Directions: Describe your school and surrounding community by providing the following information.

Section I - Community Information

Name of community:

Location of community:

Population (number and composition):

Principal Businesses/industry:

Shopping:

Recreational opportunities:

Public transportation:

Educational Facilities:
Section II- School Information

Name of School: 
Grades Served: 
Location: 

Number of students (include composition): 

Professional/paraprofessional support: 

Courses/subject areas/related services offered: 

Inventory of classroom teaching practices: 

Behavior management strategies: 

School mission statement: 

Physical layout of the school: (include map on the back of this page)
Section III-Student Information

Students identified as having a disability but NOT attending their *home school.

<table>
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<th>Age</th>
<th>Grade</th>
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*School the student would attend if he/she was not identified as having a disability.

Students identified as having a disability and attending their home school.

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<th>Exceptionality</th>
<th>% Reg. Class</th>
<th>Type of Support</th>
<th>Primary Placement Reason (if pull-out)</th>
</tr>
</thead>
</table>
The Inclusive School Checklist

Name of School: ___________________________ Date: ___________________________

Directions: Reflect on the typical activities that currently exist in this school. Respond to each statement using the scale provided. Place a star next to the items that the team wishes to improve.

Scale:

9 = Always
8 = Almost all of the time
7 = Most of the time
6 = Some of the time
5 = Never
4 = Not applicable

Scale:

9 = No exceptions; occurs 100% of the time
8 = Occurs 80-90% of the time; 1-2 exceptions /10 opportunities
7 = Occurs 60-70% of the time; 3-4 exceptions/10 opportunities
6 = Occurs less than 50% of the time; more than 5 exceptions/10 opportunities
5 = Does not occur
4 = Does not apply to this school

School Environment

All students with disabilities.

1. attend their neighborhood school. 9 8 7 6 5 4 3 2 1 0
2. follow the same routine for arrival and departure as other students. 9 8 7 6 5 4 3 2 1 0
3. eat with nondisabled peers in the cafeteria. 9 8 7 6 5 4 3 2 1 0
4. attend recess with nondisabled peers. 9 8 7 6 5 4 3 2 1 0
5. participate with peers in assemblies, programs, and special events. 9 8 7 6 5 4 3 2 1 0
6. accompany nondisabled peers on field trips. 9 8 7 6 5 4 3 2 1 0
7. participate in school clubs and extra curricular activities with nondisabled peers. 9 8 7 6 5 4 3 2 1 0
8. are supported by a team of professionals. 9 8 7 6 5 4 3 2 1 0

Classroom Environment

All students with disabilities.

1. are assigned to class with same age nondisabled peers. 9 8 7 6 5 4 3 2 1 0
2. arrive in classroom for instruction at the same time as nondisabled classmates. 9 8 7 6 5 4 3 2 1 0
3. are seated in a location to facilitate learning. 9 8 7 6 5 4 3 2 1 0
4. are seated where interactions with nondisabled classmates can easily be facilitated. 9 8 7 6 5 4 3 2 1 0

Service Improvement Planning Trainee Workbook
5. engage in classroom activities at the same time as nondisabled classmates.  

6. make classroom transitions along with nondisabled classmates.  

7. are expected to follow the same rules as nondisabled classmates.  

8. participated in the same classroom routines as nondisabled classmates.  

**Instructional Design and Delivery**  
All students with disabilities...  
1. have IEP objectives implemented in the regular education classroom.  

2. have materials adapted to meet their needs.  

3. use alternative communication modes if needed.  

4. receive instruction with nondisabled peers in a variety of instructional arrangements.  

5. engage in activities, instructional arrangements, and use materials that are age appropriate.  

6. have classroom teachers take part in their instructional planning.  

7. have classroom teachers take part in implementing their instruction.  

8. have classroom teachers take part in evaluating their progress.  

**Peer Involvement**  
All students with disabilities...  
1. are involved in peer tutoring activities with nondisabled peers.  

2. participate with nondisabled peers on class projects, special assignments, and other classroom activities.  

3. actively participate in cooperative learning activities with nondisabled peers.
**Needs Assessment Analysis**

**Determining Areas Of Need**

**Example**

Areas of need for the school, classroom, instruction, and peer involvement identified on the Inclusion Checklist, Building Profile and other informative sources are often related and can be grouped together for the purpose of prioritizing inservice needs.

**Directions:**
1. Determine building restructuring needs including:
   a. School Environment ~ List items rated (1) under Needs of School
   b. Classroom Environment ~ List items rated (1) under Needs of Classroom
   c. Instruction ~ List items rated (1) under Instructional Needs
   d. Peer Involvement ~ List items rated (1) under Needs of Peers
2. Prioritize overlapping needs under Priorities
3. Circle the number one priority for inservice training

<table>
<thead>
<tr>
<th>Needs of School</th>
<th>Basics</th>
<th>Needs of Classroom</th>
<th>Basics</th>
<th>Student Needs</th>
<th>Basics</th>
<th>Instructional Needs</th>
<th>Basics</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend recess with peers</td>
<td></td>
<td>Are seated where interactions with peers can easily be facilitated</td>
<td></td>
<td>Use alternative communication mode if needed</td>
<td></td>
<td>Peer Interaction</td>
<td></td>
<td>Engage in classroom activities at same time as classmates</td>
</tr>
<tr>
<td>Participate in school clubs &amp; extra curricular activities</td>
<td></td>
<td>Engage in classroom activities at same time as classmates</td>
<td></td>
<td>Participate in data collection at least 1 time a week on IEP objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have accessibility in school building</td>
<td></td>
<td></td>
<td></td>
<td>Have instructional decisions made based on data taken on IEP objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Use alternative communication mode if needed
2. Engage in classroom activities at same time as classmates
3. Participate in data collection at least 1 time a week on IEP objectives
4. Have instructional decisions made based on data taken on IEP objectives
### Needs Assessment Analysis

~Determining Areas Of Need~

Areas of need for the school, classroom, instruction, and peer involvement identified on the Inclusion Checklist, Building Profile and other informative sources are often related and can be grouped together for the purpose of prioritizing inservice needs.

**Directions:**

1. Determine building restructuring needs including:
   a. School Environment ~ List items rated (1) under Needs of School
   b. Classroom Environment ~ List items rated (1) under Needs of Classroom
   c. Instruction ~ List items rated (1) under Instructional Needs
   d. Peer Involvement ~ List items rated (1) under Needs of Peers

2. Prioritize overlapping needs under Priorities

3. Circle the number one priority for inservice training

<table>
<thead>
<tr>
<th>Needs of School</th>
<th>Baries</th>
<th>Needs of Classroom</th>
<th>Baries</th>
<th>Student Needs</th>
<th>Baries</th>
<th>Instructional Needs</th>
<th>Baries</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action Plan for Becoming an Inclusive School (Example)

I. Identification of the area and specific problems/issues: (20 minutes)
   A. Complete the Inclusive School Checklist and the School Profile
   B. Identify specific problems/issues the general area under which they fall
       Specific problems/issues:
       1. regular/spe collaboration
       2. uniform discipline philosophy
       3. peer tutors
       4. communication network system
       5. classroom funds

II. Explore Alternatives
   A. Brainstorm as many solutions as possible in the given time: (10 minutes)
   B. Indicate likelihood of occurrence, presuming occurrence, and the impact of occurrence.

Possible Solutions:  Likelihood  Impact
1. form - routing (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
2. mini meetings before school (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
3. students arrive 15 min. early (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
   4/5 days leave 1 hr. early 1/day
4. 1 day/week - 1/2 hr meeting (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
5. computer network (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
6. Saturday meeting w/ reimburs (Low) 1 2 3 4 5 (High) (Low) 1 2 3 4 5 (High)
C. Arrive at a consensus on the best solutions: (15 minutes)

Remember: modifications can be suggested
1. 1 day a wk - 1/2 hr meeting
2. computer communication
3. students arrive 15 min. early 4/days, leave 1 hr early 1/day
4. reimbursement for teachers Saturday

IV. Selecting a strategy: (15 minutes)

A. Describe strategy to implement the solution identified above

1. Time slot will be identified in master schedule for a 30 minute meeting time one day per week.
2. Staff will be notified of day/time available.
3. Procedures for using time period will be drawn up by a committee of 4-6 faculty.
4. Staff coverage will be determined by principal.
V. Clarify the Strategy: (20 minutes)

<table>
<thead>
<tr>
<th>Action to be taken (What)</th>
<th>Person Responsible (Who)</th>
<th>Begin/end Dates (When)</th>
<th>Action to be taken (What)</th>
<th>Person Responsible (Who)</th>
<th>Begin/end Dates (When)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Set procedures</td>
<td>staff committee</td>
<td>9/30-10/07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>principal</td>
<td>9/24-9/30</td>
</tr>
<tr>
<td>4. Identify relief staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation (How)</th>
<th>Where (Where)</th>
</tr>
</thead>
<tbody>
<tr>
<td>monthly meetings held</td>
<td>office</td>
</tr>
<tr>
<td>staff attendance</td>
<td>mail box</td>
</tr>
<tr>
<td>written procedures</td>
<td>conference room</td>
</tr>
<tr>
<td>classes covered</td>
<td>school</td>
</tr>
</tbody>
</table>
Action Plan for Becoming an Inclusive School

I. Identification of the area and specific problems/issues: (20 minutes)

A. Complete the Inclusive School Checklist

B. Identify specific problems/issues the general area under which they fall
   Specific problems/issues:
   Area:
   1.
   2.
   3.
   4.
   5.

II. Explore Alternatives

A. Brainstorm as many solutions as possible in the given time: (10 minutes)

B. Indicate likelihood of occurrence, presuming occurrence, and the impact of the occurrence

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Likelihood</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
</tr>
<tr>
<td>2.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
</tr>
<tr>
<td>3.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
</tr>
<tr>
<td>4.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
</tr>
<tr>
<td>5.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
</tr>
<tr>
<td>6.</td>
<td>(Low) 1 2 3 4 5 (High)</td>
<td>(Low) 1 2 3 4 5 (High)</td>
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</table>
B. Arrive at a consensus on the best solutions: (15 minutes)

Remember: modifications can be suggested

1.
2.
3.
4.
5.
6.

IV. Selecting a strategy: (15 minutes)

A. Describe strategy(ies) to implement the solution(s) identified above

1.
2.
3.
4.
5.
6.
V. Clarify the Strategy(ies): (20 minutes)

<table>
<thead>
<tr>
<th>Action to be taken (What)</th>
<th>Person Responsible (Who)</th>
<th>Begin/end Dates (When)</th>
<th>Where (Where)</th>
<th>Evaluation (How)</th>
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Inservice Development Outline
(Example)

Directions: Use the following questions to develop a staff inservice plan. Place an X next to the response that best describes your inservice plans. Provide additional information in the blank spaces provided.

Concern: What prompted the need for the inservice:
Staff request for training in using peers as tutors for students with diverse learning abilities.

1. How do you plan to determine the need for inservice training?
   - X A. Formal assessment
   - ___ B. Questionnaire
   - ___ C. Informal information (specify: ______________________)
   - ___ D. Observed behavior (specify: ______________)

2. To whom are you planning to provide training? Check all that apply.
   - X A. General education staff
   - ___ B. Special education staff
   - ___ C. Students without diverse learning abilities
   - ___ D. Support staff (specify: ______________________)
   - ___ E. Related service staff (specify: ______________________)
   - ___ F. Parents of students without diverse learning abilities
   - ___ G. Parents of students with diverse learning abilities
   - ___ H. School administrators
   - ___ I. Others (specify: ______________________)

3. What is the general attitude of the intended audience toward the subject of the inservice training?
   - X A. Positive
   - ___ B. Neutral
   - ___ C. Negative
4. What is the primary purpose of the inservice?

   _ A. Attitude change
   X B. Increase knowledge
   X C. Teach skill(s)
   _ D. Facilitate implementation of a skill or skills
   _ E. Evaluate implementation efforts

5. What is the overall goal? (What do you expect to do?)
   - train teachers to effectively use peer tutors

6. What type of inservice format is planned?

   _ A. Informal (1:1 talk or conference)
   _ B. Presentation
      ___ 1/2 hour
      ___ 1 hour
      ___ 2 hours
   X C. Workshop
      ___ 1/2 day
      ___ 1 day
   _ D. Other (specify: ________________________________)

7. List the major points to be made or content to be covered?

   1. General information on peer tutoring for students with diverse learning abilities.
   2. How to choose peer tutors.
   3. How to train peer tutors to work with students with diverse learning needs.
   4. How to evaluate peer tutors.
8. What type of media or materials will you need? Check all that apply.

___ A. Live presentation
___ B. Slides (specify: ____________________________)
X C. Video tape (specify: Peer Interactions
X D. Overheads (specify: Series to include strategies for peer tutoring
X E. Guest speaker (specify: P. Speaker
___ F. Other (specify: ____________________________

9. How will you evaluate your inservice training?

___ A. Short questionnaire (specify: verbal or written)
X B. Checklist (specify: consumer satisfaction survey
___ C. Observation (specify: ____________________________
___ D. Student change data (specify: ____________________________
___ E. Other (specify: ____________________________

10. When will the inservice occur?

___ A. Before school
___ B. After school
X C. During school day (specify: morning_____________________
___ D. Scheduled meeting (specify: ____________________________
___ E. Other (specify: ____________________________

11. Where will the inservice occur? Specify location.
   Middle School library
Inservice Development Outline

Directions: Use the following questions to develop a staff inservice plan. Place an X next to the response that best describes your inservice. Provide additional information in the blank spaces provided.

Concern: What prompted the need for the inservice:

1. How do you plan to determine the need for inservice training?
   - A. Formal assessment
   - B. Questionnaire
   - C. Informal information (specify:______________)
   - D. Observed behavior (specify:______________)

2. Who are you planning to provide training to? Check all that apply.
   - A. General education staff
   - B. Special education staff
   - C. Students without disabilities
   - D. Support staff (specify:______________)
   - E. Related service staff (specify:______________)
   - F. Parents of students without disabilities
   - G. Parents of students with disabilities
   - H. School administrators
   - I. Others (specify:______________)

3. What is the general attitude of the intended audience toward the subject of the inservice training?
   - A. Positive
   - B. Neutral
   - C. Negative
4. What is the primary purpose of the inservice?

___ A. Attitude change
___ B. Increase knowledge
___ C. Teach skill(s)
___ D. Facilitate implementation of a skill or skills
___ E. Evaluate implementation efforts

5. What is the overall goal? (What do you expect to do?)

6. What type of inservice format is planned?

___ A. Informal (1:1 talk or conference)
___ B. Presentation
    ___ 1/2 hour
    ___ 1 hour
    ___ 2 hours
___ C. Workshop
    ___ 1/2 day
    ___ 1 day
___ D. Other (specify:_________________________)

7. List the major points to be made or content to be covered?
8. What type of media or materials will you need? Check all that apply.

   _ A. Live presentation
   _ B. Slides (specify: ___________________________
   _ C. Video tape (specify: ___________________________
   _ D. Overheads (specify: ___________________________
   _ E. Guest speaker (specify: ___________________________
   _ F. Other (specify: ___________________________

9. How will you evaluate the inservice training?

   _ A. Short questionnaire (specify: ___________________________
   _ B. Checklist (specify: ___________________________
   _ C. Observation (specify: ___________________________
   _ D. Student change data (specify: ___________________________
   _ E. Other (specify: ___________________________

10. When will the inservice occur?

      _ A. Before school
      _ B. After school
      _ C. During school day (specify: ___________________________
      _ D. Scheduled meeting (specify: ___________________________
      _ E. Other (specify: ___________________________

11. Where will the inservice occur? Specify location.
Inservice Training Plan
Example

Audience: General Education Staff  Anticipated Number: 50

Primary Purpose of Training: Acquire information and skills for effective use of peer tutors

Date(s) of inservice: August 20  Location of inservice: Middle School

Media/materials needed: Videotape/VCR; Overhead/Screen

Overall Goal: Train teachers so they can engage all students in classroom activities

<table>
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<tr>
<th>Specific Objectives</th>
<th>Activities</th>
<th>Time Line</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>1.1 Describe assumptions of same age peer tutoring strategies</td>
<td>Video</td>
<td>8:00 - 8:20</td>
<td>Ask questions</td>
</tr>
<tr>
<td>1.2 Describe uses of same age peer tutoring discussion strategies</td>
<td>Lecture/Overhead</td>
<td>8:25 - 8:35</td>
<td>Checklist/Group</td>
</tr>
<tr>
<td>2.1 Describe procedures for choosing peer tutors</td>
<td>Plan in small pre-assigned groups (10 groups of 5)</td>
<td>8:35 - 9:15</td>
<td>Each team will make a presentation</td>
</tr>
<tr>
<td>2.1 Develop procedures for choosing peer tutors</td>
<td>Have participants use real lessons and students (provide example if needed)</td>
<td>9:30 - 10:30</td>
<td>Each team will make a presentation</td>
</tr>
<tr>
<td>3.1 Debrief</td>
<td>Large group discussion</td>
<td>11:00 - 11:30</td>
<td>Wrap up: Discussion &amp; teacher Checklist (on inservice)</td>
</tr>
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</table>
# Inservice Training Plan

<table>
<thead>
<tr>
<th>Audience:</th>
<th>Overall Goal:</th>
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<tbody>
<tr>
<td>Primary Purpose of Training:</td>
<td>Specific Objectives</td>
</tr>
<tr>
<td>Date(s) of inservice:</td>
<td>Activities</td>
</tr>
<tr>
<td>Location of inservice:</td>
<td>Time Line</td>
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<tr>
<td>Media/materials needed:</td>
<td>Evaluation</td>
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<th>Time Line</th>
<th>Evaluation</th>
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References

Pre/Posttest

Directions: Please circle pre or post test before answering these questions. Then circle T if the answer is true or F if the answer is false.

1) Change occurs when a dedicated group of individuals collaborate.  
   T     F

2) The process of change creates anxiety without a clearly stated vision.  
   T     F

3) A lack of knowledge of available resources to facilitate change increases frustration among faculty and staff.  
   T     F

4) The process of change (moving from one way of doing things to a different way of doing things) takes about one year.  
   T     F

5) The school administrator is responsible for determining needs of the faculty/staff to facilitate the process of change.  
   T     F

6) An action plan organizes school priorities and provides a vehicle for determining inservice needs.  
   T     F

7) Resistance to change is increased unless monetary incentives for implementing the change are provided.  
   T     F

8) When planning the content of an inservice, consider the interests of the target audience.  
   T     F

9) Evaluation of inservice training can be conducted through a variety of methods, however, the most thorough method is a questionnaire.  
   T     F

10) A needs assessment is used to establish objectives for inservice training pertaining to classroom organization.  
    T     F
Module 6
Service Improvement Planning

Building Inclusive Schools
Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools
Developed by the

Kansas Project for the Utilization of Fully Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
2601 Gabriel
Parsons, Kansas 67357

Project Co-Directors
Charles Robert Campbell, Ed.D.
Patti C. Campbell, Ed.D.

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Module 6

Service Improvement Planning: Skills for Implementing Inclusive Schools

Trainer Guidelines

Developed by:

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Kelly Spellman
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1.0 OVERVIEW

1.1 Objectives

Service Improvement Planning
Objectives
Page 1 - Trainee Workbook

The trainee will...

- determine the building restructuring needs of special and general education professionals, related service professionals, paraprofessionals, parents, and others.

- identify methods of acquiring identified building needs.

- use a systematic process for delivery of inservice training to general and special education, related service professionals, parents, and paraprofessionals.

1.2 Pretest

Optional - see Pre/Posttest Section

Service Improvement Planning Trainer Guidelines

Trainee Workbook
2.0 Restructuring to Accommodate Change

2.1 Managing Change

☐ A primary force propelling school restructuring is the need to prepare students for a productive life in an increasingly complex society. The decision to change is the first step. This module is designed to aid teams of individuals within a building plan change.

☐ There are not many words in the English language that evoke as much emotional response as the word "change." Some of these emotions are fear, acceptance, enthusiasm, reluctance, ambivalence, and resistance, both passive and active (Villa & Thousand, 1992).

☐ Change is not something that can be accomplished overnight, in a matter of a few days, weeks, or even months. Rather it is a process that takes time, sometimes even years, to accomplish.

☐ Change is highly personal. It is not about things, but is primarily about individuals and their beliefs and actions. Change affects people and is viewed differently by each individual and requires personal growth (Hall, & Hord, 1987).
Managing complex change successfully requires that all essential elements be operational.

Change requires a vision: a written statement of what is to be accomplished.

Change requires skills: the abilities or competencies necessary to accomplish the vision.

Change requires incentives: something that motivates a person to take action.

Change requires resources: people, materials, equipment, facilities, services, etc., that are available or can be made available, or are necessary to accomplish the vision.

Finally, change requires an action plan: a document that identifies steps to achieving the vision, strategies for achieving the vision, resources needed for achieving the vision, time lines, and a method of evaluating the plan.

When any of the essential components are missing, undesirable emotional responses to change may occur.

For example, without a vision confusion typically results.
When the skills necessary to realize the vision are lacking individuals tend to become anxious.

When appropriate resources are not available frustration may follow.

Without a vision confusion develops.

Lack of a plan makes individuals feel that they are on a treadmill; moving but not getting anywhere.

The following guidelines and activities are provided to aid teams in identifying a restructuring vision, determining crucial staff skill needs, providing incentives, allocating resources, and writing an action plan.

2.2 Planning Based on a Vision

As student populations become more diverse and the number of students identified with diverse learning needs increases, the "traditional school model" is increasingly being questioned as an effective means of delivering educational services.

In light of this, many schools are restructuring to accommodate the diverse abilities of students. To begin this process, identify the belief structure or vision of the school.

Planning change based on a vision provides schools direction, forward momentum, and an opportunity to create innovative solutions to
A philosophy...

- A vision begins with a philosophy. A philosophy is a set of values, beliefs, and attitudes held by an individual or group, in this case, as it relates to the purpose of school, to guide one's conduct and thinking.

- A school's philosophy of its purpose forms the basis for the vision of that school.

- A philosophy... is a goal or aspiration.

expresses the beliefs and or the attitudes of the developers.

names or describes a strategy for achieving the goal.

- A vision that reflects the thinking, beliefs and values of the individuals who comprise the school underpins the school's restructuring efforts.

Beliefs and values held by the members of a school community effect the goals identified. Common beliefs and values should be identified and shared for a common contribution.
Our Mission Statement...

We recognize that students enter our school with differing background, needs, and potentials. We recognize that our students learn at different rates and in different ways. Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

- decision-making and problem-solving skills;
- proficiency in communication and academic skills;
- respect for self, others, and the environment; and
- an appreciation for our American heritage, its ideals, and multicultural richness.

For example, some beliefs identified by one school in the process of restructuring include:

All students can learn.

All students have the right to pursue an independent and productive lifestyle.

Interactions between all students regardless of culture, religion, or disability are needed to develop positive attitudes.

The mission statement combines the beliefs and values of the creators.

We recognize that students enter our school with differing backgrounds, needs and potentials. We recognize that our students learn at different rates and in different ways.

The mission statement also provides statements of intent.

Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

- decision-making and problem-solving skills;
- proficiency in communication and academic skills;
- respect for self, others and the envi-
ronment; and an appreciation for the American heritage, its ideals, and multicultural richness.

Based on the beliefs identified and the mission statement, the purpose or vision is established. Visions are detailed scenarios of "what could be". The vision represents a picture of what we want to look like when we get there.

Visions tell how things could to look in the future, not necessarily the right way to get there.

For example, the vision for one school in the restructuring process follows.

A school where differences are respected, attended to, and celebrated as opportunities for learning.

A school where everyone (students, faculty, staff, and administrators) is actively engaged in teaching and learning.

A school where a community of learners work together to achieve their goals.

The beliefs and mission statements are operationalized into the school's vision statement. The vision includes statements of what the school visualizes for the future.
Creating a School Vision

A1

Creating a School Vision

Directions: Encourage all team members to examine and state their beliefs and values concerning the purpose of education. List all beliefs shared by the team. Based on the beliefs shared by the team, write a mission statement that clearly includes the beliefs as the foundation for the mission statement. Finally, capture these beliefs and values in a vision statement that describes what your school would look like in the future.

WE believe:

Based on these beliefs the mission for our school is:

Our VISION for the future is:

2.3 Identifying Skill Needs and Building Resources

A need is...

A need is...

the discrepancy between “what is” and “what could be”.

A need is...

When planning for change, it is necessary to look at what currently exists and compare it to what is desired. The discrepancy between “what is” and “what could be” is considered a need.

Needs can be identified through a process known as a “needs assessment.”

A needs assessment can aid the team in identifying the current skills of teachers and staff and resources of the school.

The team then compares skills and resources that are available within...
the school to those needed to achieve the school's vision.

The team can determine the gaps that exist between "what is" and "what could be."

- The School Profile is useful to many schools gathering information to complete a needs assessment.

Building a School Profile (Example)

Page 9-11 - Trainee Workbook

- Information to develop a "School Profile" is gathered from observations of students, teachers, classroom, and school facilities. Interviews, and other supporting data are used that aid the team in drawing representative picture of "who we are."

- Section I describes the community that surrounds the school.

Information such as area population, median income, area businesses, schools, transportation, and recreational opportunities are detailed.

- Section II includes information about the school, describing the staff, curricular, and physical resources.

It includes information on specific instructional methods and management strategies typically used by staff in the school.

It also includes a statement of the school's mission.
Building a School Profile

Section I - Community Information

Name of community:
Location of community:
Population (number and composition):
Principal businesses/industry:
Shopping:
Recreational opportunities:
Public transportation:
Educational facilities:

This section also describes the physical layout of the school, including
the number of classrooms, storage space, rooms available for curricular
needs such as a music room, art room, science lab, fifth grade classroom, etc.

The physical accessibility of the school can also be included in this section.

Section III describes the student population of the school. It includes the
number of students identified as in need of special education services,
and the number of students who are not currently attending their home
school.

Note: Participants will need school enrollment, staffing information,
map of school, student placement numbers, community data (typically
obtainable from the Chamber of Commerce), a telephone book, and
the school policy manual to complete this activity. This activity could also
be given as a homework assignment.

Each team will complete the School Profile using the form provided. The
information should describe what currently exists in the school and
community. For participants that do not represent a specific school informa-
tion could be provided.
Service Improvement Planning Trainer Guidelines

- Allow 45-60 minutes to complete this activity.
- Ask a representative from each team to present their Profile to the group. This is particularly useful when the teams are from the same school.
- Another tool used by many schools to gather information necessary to complete a needs assessment is the Inclusive School Checklist. This checklist was adapted from the Severely Handicapped Integration Checklist (Stainback & Stainback, 1985).

The Inclusive School Checklist

- Each team will complete the Inclusive School Checklist. Team response should reflect what currently exists in the school and classrooms.

For participants that do not represent a specific school information could be provided.

- Allow 15-20 minutes to complete this activity.
2.4 Organizing and Prioritizing Needs

Needs Assessment Analysis
(Example)

Page 17 - Trainee Workbook

- The Needs Assessment Analysis helps organize the information from the School Profile so areas of need are easily identified and can be prioritized.

- It is divided into four sections:
  - school needs
  - classroom needs
  - instructional needs, and
  - student needs.

- It is possible that some overlap will occur between categories. For example, if a school is to become an inclusive school, it is necessary that all students be provided the opportunity to participate in school activities such as special programs, field trips, clubs, etc. This could be targeted as a student need and/or an instructional need.

- After needs are listed, they are prioritized. Needs receiving top priority are targeted for action.

Needs Assessment Analysis
Page 18 - Trainee Workbook
Participants may want to refer to A#2 on pages 12-15 of the Trainee Workbook to complete this activity.

Using the information from the School Profile and the Inclusive School Checklist identify the needs that will close the gap between “what is” (information taken from School Profile) and “what could be” (vision).

Allow 30-45 minutes for this activity.

Select a representative from each team to share the results of the activity.

2.5 Planning for Action

After determining needs and establishing priorities, the next step is to develop an action plan.

The action plan is developed using specific problems/issues that are derived from the needs assessment.

The example demonstrates the process of developing an action plan.

The specific need identified as the top priority is “collaboration between regular and special education staff.” This area of need was identified as an instructional need. Four additional
needs, by rank, include: 2) overall discipline philosophy 3), peer teacher observations 4), communication among staff 5), and classroom funds.

☐ The next step is to brainstorm solutions to each identified need in order of its priority (use an additional form for each priority).

Each solution is then rated according to the likelihood of occurring and the impact it would have on the school. The scale ranges from 1, (a low likelihood of occurrence or impact), to 5 (a high likelihood of occurrence and impact).

☐ Next, based on the likelihood of occurrence and impact, the team must reach consensus on the top four solutions.

The solutions chosen in the example are prioritized as: 1) 1 day a week - 1/2 hour meeting, 2) computer communication among staff, 3) students arrive 15 minutes early 4 days a week, then leave 1 hour early on the fifth day (Friday) and 4) reimbursement for teachers for planning/meeting time on Saturdays.

☐ The next step is selecting a strategy. This step describes how the solution selected will be implemented. For example, a strategy for implementing the solution prioritized as number 1, conducting a 1/2 hour meeting 1 day a week for collaborative planning.
follows:

1) The principal will consult the master schedule to determine a 30 minute time period available 1 day a week.

2) The principal will notify staff.

3) Staff will design procedures to notify team members of meetings (includes who calls meeting, scheduling meeting, agenda setting, etc.)

4) The principal will identify individuals who are available to relieve teachers during this meeting time.

- The next section of the Action Plan clarifies the strategy by identifying "what," "who," "when," "where," and "how."

- (What)-The steps necessary to accomplish the strategy are broken out. In this example, the strategy (task), a 1/2 hour meeting one day a week, is clarified.

In the example, there are four actions necessary to accomplish the task:

1) review master schedule,
2) notify staff,
3) identify relief staff for teachers who are needed for meetings, and
4) set procedures for scheduling meetings.
(Who)-Persons responsible for accomplishing each step identified above are identified.

In the example, the principal is responsible for reviewing the master schedule, notifying staff of meetings, and identifying relief staff. A committee composed of 4–6 faculty members is responsible for designing team meeting scheduling procedures.

(When)-Beginning and ending dates for each action are determined.

In the example, the principal begins reviewing the master schedule for a 30 minute meeting time on 9/20 to be completed by 9/23. Staff is notified on 9/24. The principal has from 9/24 - 9/30 to identify relief staff. The faculty committee has from 9/30 to 10/7 to design team meeting scheduling procedures.

(Where)-In the example, all actions take place in the school building.

(How)-By what means will the team evaluate each of these actions.

In the example, the team will use the monthly staff meeting to discuss problems and determine ways to refine and fine tune the procedures.

Action Plan for Becoming an Inclusive School (Form)
A#5 Pages 22 - 24 - Trainee Workbook
Based on information collected from the needs assessment, each team will complete an action plan.

Identify specific problems/issues and the general area under which they fall.

Explore alternatives and indicate the likelihood and the impact.

Arrive at consensus on the best alternatives.

Describe the strategy, and clarify the strategy.

Allow one hour to complete this activity.

Have one representative from each team discuss their action plan.
3.0 Meeting Needs Through Inservice Training

3.1 Developing an Inservice Training Outline

- Change creates new challenges within any structure or organization. As change occurs, the needs of the school and staff become apparent. Staff revitalization is always necessary but may be underscored as schools welcome all students, regardless of disability, into the general education environment.

- Needs identified through the needs assessment process, that require an expanded knowledge bases or skill training for faculty and staff can be targeted for inservice training.

In this example, the third grade team decided to use a peer tutoring system for math facts and word recognition skills. They had not used peer tutors before and requested training. They were especially interested in learning to use peers as tutors for students with disabilities.
To plan training to meet the specific needs of the staff, it is usually a good idea to follow up a training request with a request for more information. This information will aid the person or persons planning the training to narrow the scope and content of the training.

In the example, planners decided that a questionnaire (specifically a checklist) could provide information to narrow the focus of the training.

The next question asks who the target audience will be. This information is necessary for determining the technical content of the training. For example if parents are the primary audience, professional jargon should be kept to a minimum.

In the example, the general education staff (includes both special and regular education) are targeted. Inservice planners would know to include examples and suggestions useful to both special and regular educators.

The attitude of the audience toward the topic is sometimes useful information. The person who is conducting the inservice training needs to be aware of any hostility or anxiety the audience may be feeling toward the topic.

In the example, it was felt that there...
was a positive attitude among staff concerning peer tutoring training.

In the example, the planners decided, based on the information obtained on the questionnaire, to provide some basic information on peer training and also to plan time to teach the staff how to choose, train, and evaluate peer tutors.

Knowledge of the training outcome or the purpose of the inservice will also help focus the training effort.

The next question asks planners to state the overall goal of the inservice.

In the example, the planners' overall goal is to provide enough training so teachers can effectively engage all students in classroom activities.

An essential part of inservice development is to decide how the training will be delivered. This decision should be based on the purpose and overall goal of the inservice training.

In the example, planners felt that a half day workshop was necessary to train skills in choosing, training, and evaluating peer tutors.

The major points to be covered during the training are listed in the next question.

The example lists four major topics:
1) General information on class-wide peer tutoring.

2) How to choose peer tutors.

3) How to train peer tutors to work with students with disabilities.

4) How to evaluate peer tutors.

Effective inservice training requires a variety of resources including materials and media equipment.

Training planners need to decide what resources will be necessary to achieve the purpose and goal(s) of the training.

In the example, a video entitled Peer Interactions, a set of commercially prepared overheads entitled Series to Include Strategies for Cooperative Learning and Peer Tutoring, and a guest speaker are listed.

Evaluation is a major component of inservice training. Planners need to specify the method used to evaluate the impact of the training. This can be accomplished through a variety of means including: a questionnaire, a checklist, observation, student change data, or other specified means.

In the example, training planners decided to use a simple one page consumer satisfaction scale. They were interested in the participants' opinions regarding the design.
Inservice Development Outline

Directions: Place an X next to the response that best describes your inservice. Provide the information in the blank space provided.

Concern: What prompted the need for the inservice:

1. How do you plan to determine the need for inservice training?
   A. Formal assessment
   B. Questionnaire
   C. Informal information (specify)
   D. Observed behavior (specify)

2. Who are you planning to provide training to?
   Check all that apply.
   A. General education staff
   B. Special education staff
   C. Students without disabilities
   D. Support staff (specify)
   E. Related service staff (specify)
   F. Parents of students without disabilities
   G. Parents of students with disabilities
   H. School administrators
   I. Others (specify)

3. What is the general attitude of the intended audience toward the subject of the inservice training?
   A. Positive
   B. Neutral
   C. Negative

delivery, and value of the inservice.

☐ The next question addresses when the inservice is to occur. The options listed include: before school after school, during the school day, at a previously scheduled meeting, or other.

In the example, the training planners learned from the questionnaire circulated (Question #1) that mornings were the most favored time for training.

☐ The final question asks training planners to specify where the training will occur.

In the example, the school library was chosen as the training site. The large tables in the library would be useful as teachers would be working in teams and a number of activities.

Inservice Development Outline

Pages 28 - 30 - Trainee Workbook

☐ Each team will complete an Inservice Development Outline. Use information obtained on the Needs Assessment (Activity #5).

☐ Allow 30 minutes to complete this activity.

☐ Choose a representative from each team to present their outline.

Service Improvement Planning Trainer Guidelines
3.1 Developing an Inservice Training Plan

Once the inservice training is outlined and planners have a rough idea of the scope and direction of the training, a more detailed plan can be developed.

This is an example of an inservice training plan developed from the Inservice Development Outline.

Basic information such as audience, primary purpose of training, date(s) of inservice, location of inservice, and media/materials needed is taken from the Inservice Development Outline.

For the example, the audience is identified as the general education staff, anticipated number for the training is 50 participants.

The primary purpose of training is to provide information and skill development in choosing, training, and evaluating peer tutors.

The date and location of the training is August 20 at the Middle School Library.

Media/materials needed include a videotape, a VCR, an overhead projector, and a screen.
The overall goal is recorded next. This is also taken from the Inservice Development Outline.

In the example, the overall goal identified by trainers is to provide training to teachers to effectively engage all students in classroom activities.

The next areas covered in the Training Plan are specific objectives of the training, the activities designed to accomplish the objectives, the timelines to follow, and the method of evaluation.

Inservice training plan-ners identified the following four participant objectives and related activities, timelines, and evaluation methods.

Objective 1 - describe assumptions behind and uses of same age peer tutoring strategies.

The activities designed to accomplish this objective include a video combined with a lecture supplemented by overheads.

It is estimated the video will take approximately 20 minutes with the accompanying lecture and overheads requiring approximately 15 minutes.

Evaluation will consist of questions asked by the presenter and answered by the participants, a checklist to be completed by the participants and
group discussion is also planned.

Objective 2 - describe and develop procedures to choose peer tutors.

The activities planned include lecture and use of small grade level planning groups.

Groups will develop procedures for use in their classes with their students.

The time period for this objective is approximately 55 minutes.

Each group will present this component of their peer tutoring plan at the end of the workshop.

Objective 3 - describe and develop procedures to choose peer tutors.

The activities planned include lecture and use of small grade level planning groups.

Teams will develop procedures for use in their classes with their students.

The time required for this objective is approximately 55 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 3 - describe and develop procedures to train peer tutors.
activities planned include lecture and use of small grade level planning groups. Teams will develop procedures for training tutors for use with their students.

The time required for this objective is approximately 60 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 4 - describe and develop procedures to evaluate peer tutors. The activities planned include lecture and use of small grade level planning groups. Teams will develop procedures for training tutors for use with their students.

The time required for this objective is approximately 60 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 5 - present the process developed.

This requires each team to present using a large group format.

Thirty minutes was set aside for groups to present their final product.

Evaluation is provided in the form of comments and suggestions from the whole group and the trainers.
Objective 6 - provide feedback to trainers on the design, delivery, and value of the inservice training.

This requires each participant to complete a one page consumer satisfaction scale.

Fifteen minutes was set aside for groups to present their final product.

**Inservice Training Plan**

A#7 Pages 32 - Trainee Workbook

- Use the Inservice Development Outline completed in A#6, to design an Inservice Training Plan.
- Allow 20 - 30 minutes to complete this activity.
- Choose a representative from each team to present their training plan.

3.2 **Post Test**

Optional - see Pre/Post Test Section