

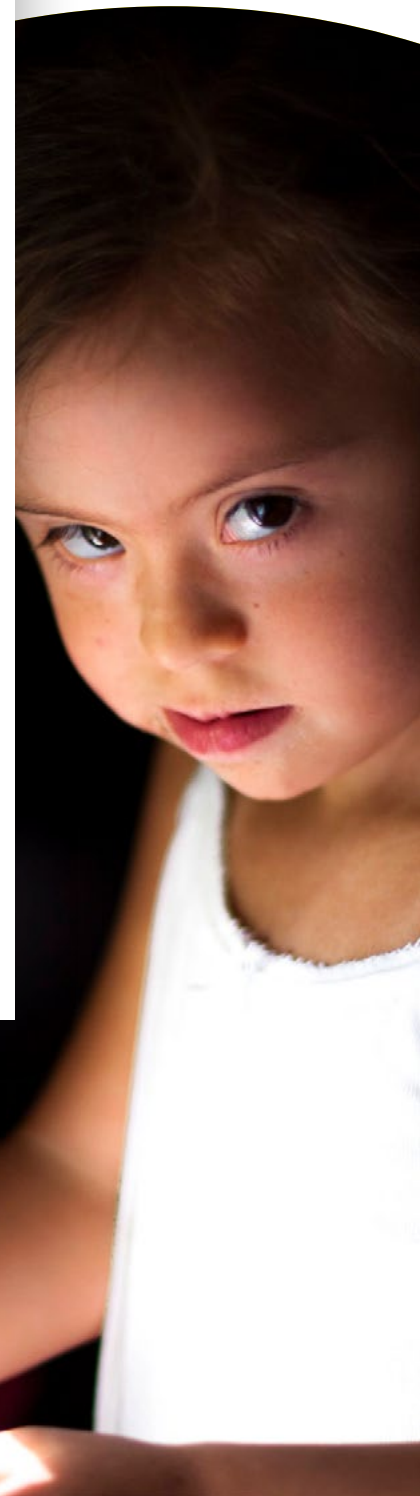


PROMOTING POSITIVE
ATTITUDES AND EVIDENCE-
BASED POLICY FOR
INCLUSIVE EDUCATION

QUALITY OF LIFE INDEX-INCLUSIVE EDUCATION

PRESCHOOL VERSION

➤ CHILDREN FROM 3 TO 6 YEARS



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The other deliverables of the IE+ project can be found on the project webpage www.easped.eu/en/content/promoting-inclusive-education

Photo Credit: Adolfo Ruiz Maeso (2018), 16th edition of the INICO-Fundación Grupo Norte's photography contest "The people with disability in the daily life" (photo awarded with the 2nd prize)



Guidelines for monitoring using the Quality of Life Index-Inclusive Education ‘Preschool Version’

Introduction and goal of the Quality of Life Index-Inclusive Education ‘Preschool Version’

The *Quality of Life Index-Inclusive Education ‘Preschool Version’* (QoLI-IE-PrV) includes a set of items which represents personal outcomes for students with ID aged 3-6 years. The items are structured according to eight domains which make up individual’s quality of life (QoL): Emotional Well-being (EW), Physical Well-being (PW), Material Well-being (MW), Personal Development (PD), Self-determination (SD), Rights (RI), Social Inclusion (SI), and Interpersonal Relations (IR). These QoL domains constitute key areas in the life of all students, including those with intellectual disability (ID), and research has shown that they are linked to the four goals of inclusive education (IE) stated in the article 24 of the *United Nation’s Convention on the Rights of Persons with Disabilities* (UNCRPD; United Nations, 2006), as Figure 1 shows:

The goal of the *QoLI-IE-Pr* is to provide schools with a set of items to guide their reflections on the extent to which their cultures, practices, and policies (see Chapter III of the training manual) are focused on the whole development of their students with ID, something consistent with the article 24 of the UNCRPD. Hence, this tool is intended to help schools in monitoring their current cultures, policies, and practices towards the identification of barriers that can hinder the development of their students with ID to their fullest potential. Through reflection processes based on the items provided, schools can monitor and gather evidence on the barriers they have, to build and develop improvement plans and strategies to update their practices, cultures, and policies bearing in mind key areas to enhance the development of students with ID. By enhancing students’ outcomes in the QoL domains, schools are contributing not only to the development of their students with ID, but also to other areas of their inclusion (see Figure 1).

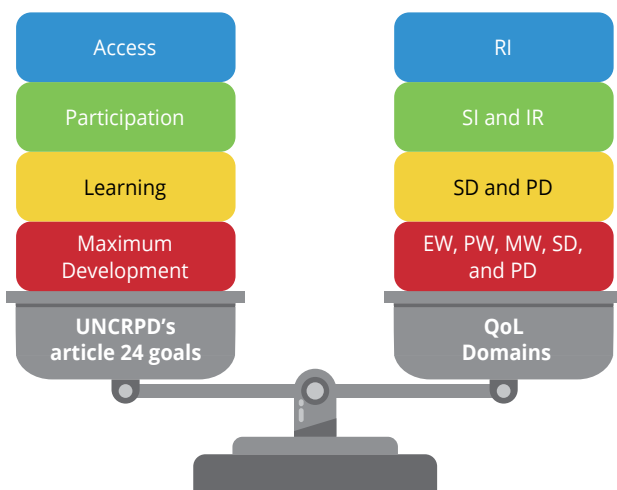


Figure 1. Correspondence between QoL domains and UNCRPD’s article 24 goals (Amor, Fernández, Verdugo, Aza, & Schalock, in press)



How to use the Quality of Life Index-Inclusive Education: 'Preschool Version'

The *QoLI-IE-Pr* responds to a 'monitoring and taking action' strategy. Given that its purpose is to use a set of items to guide a reflection on the extent to which cultures, policies, and practices are hindering their students' fullest development, the *QoLI-IE-Pr* should never be considered an assessment tool for classifying students with ID.

It is recommended to use the *QoLI-IE-Pr* within a broader strategy taken by schools to monitor their cultures, policies, and practices. One option would

be to use it along with the Index for Inclusion (Booth & Ainscow, 2011). The *QoLI-IE-Pr*, through its items, can be aimed at supporting the Index for Inclusion in the monitoring of cultures, policies, and practices regarding the access, participation, learning and, above all, the development of students with ID to their fullest potential. A process to monitor cultures, policies, and practices, and to use the information gathered using the *QoLI-IE-Pr* could be the following:

1

► SELECT A HETEROGENEOUS GROUP

School principal or someone in the management team of the school creates and coordinates a heterogeneous group for cultures, policies, and practices monitoring with the focus on students' QoL. The group must be enthusiastic about IE!

The ideal would be if this group is composed by relevant stakeholders from the school and the educational community (i.e. policy makers, teachers, paraprofessionals, family members, students' representatives).

2

► READY AND STEADY

In this step, you have to share an explicit view on the school you are. Think and make explicit your mission and values, and your vision for the future regarding the inclusion of students with ID. Provide an explanation (and check for understanding) on what school's cultures, policies, and practices are. Once these terms are understood, think and make explicit your school's cultures, policies, and practices. [Annex II](#) can help you in this task.

3

► GETTING STARTED WITH THE QOLI-IE

Provide an explanation on what QoL is, and its importance regarding IE of students with ID. The conceptual basis provided in Chapter III may serve for this purpose.

Present the *QoLI-IE-Pr* as is done in this document. The *QoLI-IE-Pr* is a resource to support schools. It is not an evaluation of their quality. It is a resource to mirror the school regarding the extent to which it pursues students' fullest development (as well as other QoL outcomes linked to IE).

4

► USING THE QOLI- IE TO MONITOR

Use the shared cultures, policies, and practices that you have defined in step 2 as the variables to monitor. Monitoring should be individual at a first stage, and then it is necessary to reach an agreement. Monitoring through the reflection should be focused on students' outcomes.

Thus, use the items to make the reflection following guidelines in [Annex III](#) and synthesize the information in [Annex IV](#).



5

▶ IDENTIFY BARRIERS AND OPPORTUNITIES

For each variable, identify barriers and opportunities that hinder/can enhance students' QoL outcomes. The sheet presented in [Annex IV](#) can help you in this task.

Reach an agreement on the most pressing needs for cultures, policies, and practices regarding the QoL domains. The [Annex V](#) will guide you in this process.

6

▶ PRIORITIZE

Based on the prioritized areas, reach an agreement on how the opportunities/resources can be used to enhance students' outcomes.

Define goals to improve your cultures, policies, and practices. Goals should be specific, realistic, and measurable.

7

▶ IMPLEMENT AN IMPROVEMENT PLAN

Implement specific strategies to improve students' outcomes (e.g. update your support strategies or resources allocation concerning practices, adopt and update a new school vision, or update your school policies including a whole child approach as the defined in the QoL model).

[Annex V](#) can help you in this task.

8

▶ REPEAT

Go to Step 1 and repeat (the cycle of steps 1-8 may last 4-6 months).

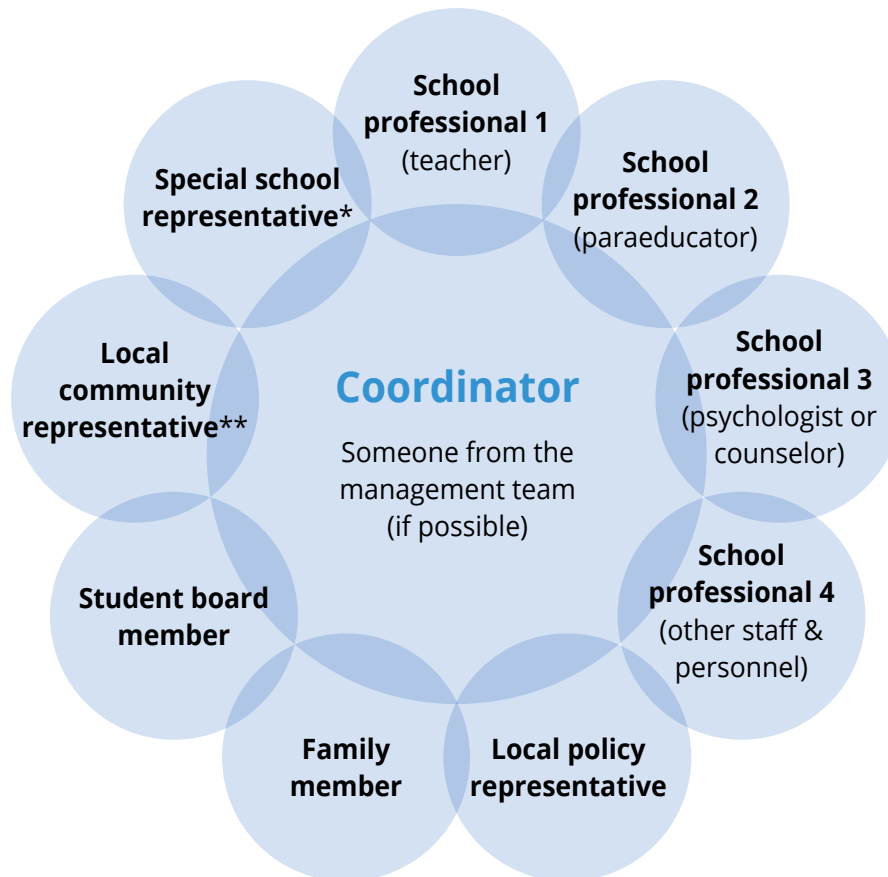
These steps are just a proposal, schools can develop their own process. We now present a set of materials that can be of help to address each one of the steps included to implement this perspective in practice. These materials are based on the proposals of the *Index for Inclusion* (Booth & Ainscow, 2011), but are adapted to the QoL model (Schalock & Verdugo, 2002).

ANNEXES

USING THE QoLI-IE-Pr IN PRACTICE



Annex – IA | Defining the team



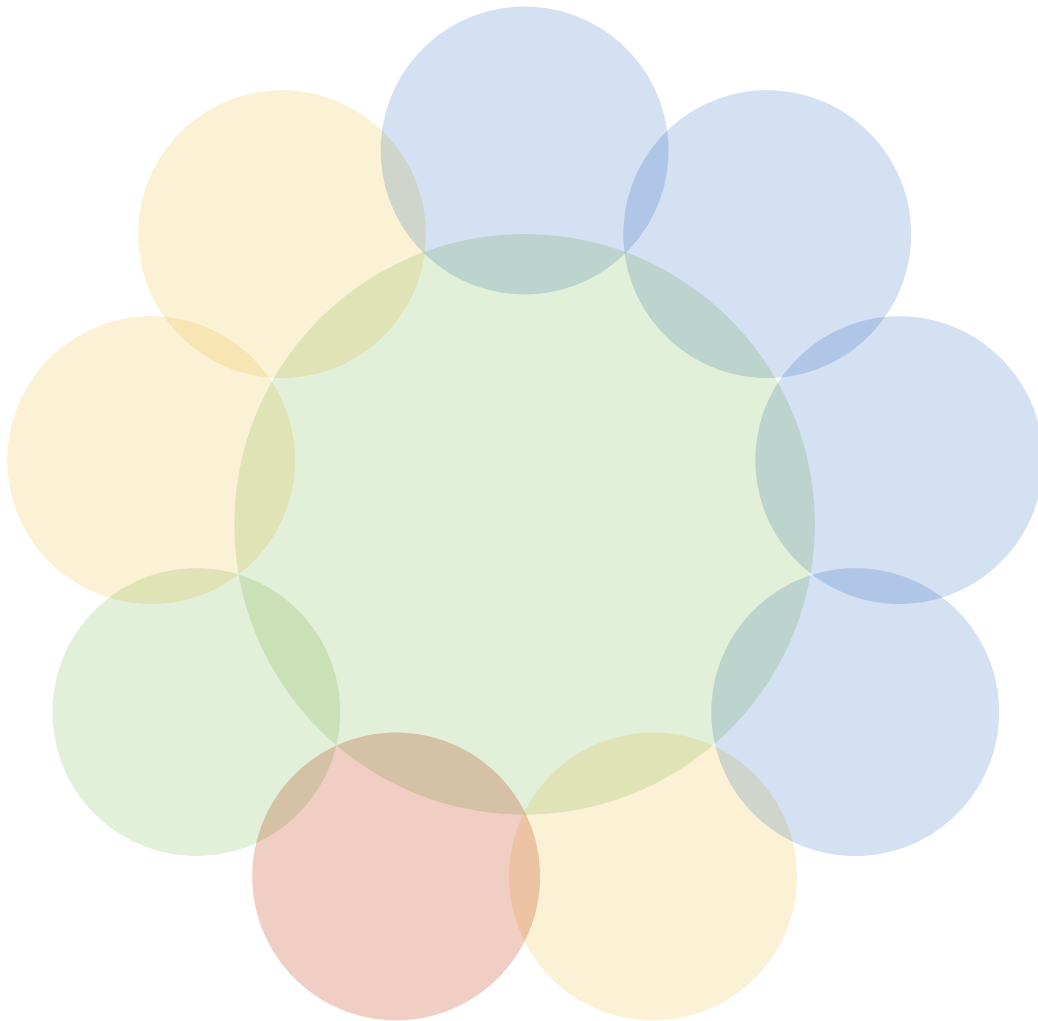
The coordinator should be the responsible to make agreements between the different group members and to dynamize all the stages. He/ She should be also an expert on IE and should be familiar with the terms 'cultures', 'policies', and 'practices', and with the QoL framework. The coordinator is also responsible to help the other team members to make explicit their beliefs, fears, and ideas about IE and should check that everyone understands and agrees on a regular basis. His/ Her commitment with IE should be high, and he/ she must understand that changes concerning IE never follow a linear fashion. In other words, the Coordinator is a knowledge repository on IE, QoL, and is the glue that sticks the group together!

* Special schools often have more knowledge than general education schools regarding approaches like QoL. Thus, identifying a professional committed with QoL in a special school around the community is a good way to facilitate the understanding of this approach.

** Local community representative refers to those people around the community who typically are involved with the schools and that often provide participation opportunities to schools and their learners. The school or third-sector organizations as those participating as trainers in the project may help in identifying such people.

Annex – IB | Defining the team: template

Name of School			
Name of Planning Team			
Frequency of meetings	<input type="checkbox"/> Weekly	<input type="checkbox"/> Biweekly	<input type="checkbox"/> Monthly



Try to include pictures and names in a figure like the presented in this annex. Print it and put it a comfortable meeting room to create a better rapport and a sense of belonging!

You can include whoever you consider relevant!



Annex – II | We, as school

Mission - Who we are

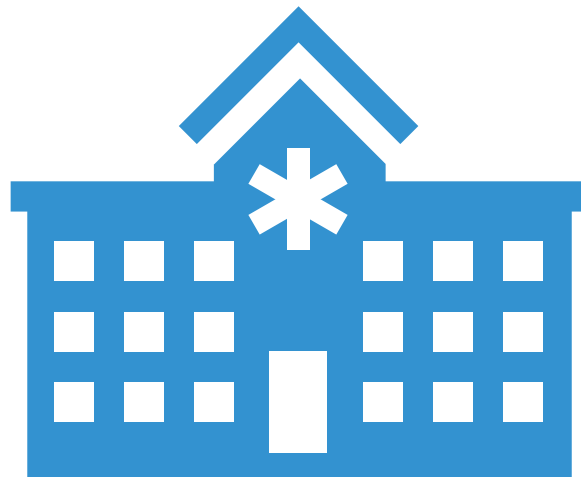
- Public declaration used to describe your founding purpose and major organizational commitment
- What do you do and why

Vision - What to achieve

- Public declaration used to define your high-level goals for the future
- What you hope to achieve if you successfully fulfill your mission

Values - What guides us

- Set or principles that guide your thinking and your behavior as a school



Cultures

- Cultures reflect relationships and deeply held values and beliefs

Policies


- Policies are concerned with how the school is run and plans to change it

Practices

- Practices are about what is learnt and taught and how it is learnt and taught



Annex – II | We, as school: template

Mission - Who we are
Vision - What to achieve
Values - What guides us

Cultures
Policies
Practices



Annex – III | Quality of Life Index-Inclusive Education: ‘Preschool Version’

Below, you will find a set of 80 items describing personal outcomes for students with ID (aged 3–6 years) structured according to eight domains that compose their well-being. The items are extracted from already-existing QoL standardized measures (Gómez et al., 2016; Gómez et al., 2018; Gómez et al., 2017; Sabeh, Verdugo, Prieto, & Contini, 2009) that followed inclusive co-production processes, including the perception of students with ID and their families on what was important for their lives for each domain. [What do we have to do with these items?](#)

Bearing in mind the mission, vision, and values that you, as a group, have made explicit, and [thinking in terms of your school’s cultures, policies, and practices, please make an individual reflection](#) on the extent to which your school’s cultures, policies, and practices are focused to achieve personal outcomes in your students with ID. The items will be the glasses you will wear during the reflection process. In other words, [although you use the items to guide your reflection, the reflection must be placed on how your cultures, policies, and practices, contribute to the achievement of the personal outcomes described in the items.](#)

The information that you will gather through this monitoring exercise will allow you to identify your school’s barriers for improvement purposes. Don’t take this exercise as an exam of your school or in a punitive way. Just take it as a way to improve your learning about your school, its needs and its opportunities to improve. Prior to start with the reflections, set, as a group, a deadline for making the individual assessment (e.g. two-week period). Then, the coordinator will convene a meeting in which you can discuss and organize the barriers and opportunities that you have highlighted while doing your reflection. Annex IV will help you in

the task of highlighting barriers and opportunities for your schools’ cultures, policies, and practices during your individual assessment. Then, as a group, you will have to prioritize the barriers to address and define an improvement plan (see Annex V).

For each domain, items are divided in a ‘5 + 5 structure’. For each domain, the first five items directly reflect a need or a status that your students with ID may present. The other 5 items represent the extent to which you, as a school, provide opportunities to the students with ID. So, think this way: The first 5 items of each domain should lead you to think how your students with ID feel in your school; while all the other items should make you think about the opportunities that your school is providing to the students in that domain. These two ways of thinking are closely related but they are different: *Perhaps you perceive that you are doing efforts for a certain domain, but you acknowledge that your students with ID do not feel comfortable: Why this disparity?* You can start with the domain that you consider appropriate and analyze those domains that you see the most relevant. However, we encourage you to assess all the domains and to follow the order that you see in Annex III, as the domains are organized from the ‘most observable’ to the ‘less observable’ (that which requires more inference to judge the content of the items). In Annex IV you will find a sheet to guide your reflection, so take Annex III and IV together to work at this point! While reading and ‘assessing’ the items in Annex III, print and fill Annex IV to organize the information on your reflections.

Tip: Before start reading the items in this Annex, go and have a look at Annex IV



'Physical Well-being' Domain

The extent to which your *cultures, policies, and practices* support students with ID to be healthy, to feel fit or to have good eating habits. Think about...

1. How often does the child have pain or stomach discomfort?
2. How often does the child have headaches?
3. How often does the child take medicines?
4. How often does the child have sleeping difficulties?
5. How often does the child wetting?
6. Support providers have received training related to the health issues of the child
7. School facilitates a diet adapted to the child's characteristics and needs
8. The school cares about and offers opportunities for the child to do physical exercise appropriate to his/her characteristics
9. Teachers and paraprofessionals provide supports to the children to keep a good hygiene and appearance
10. School collaborates with other services in the community (i.e. Health and/or Social Services) on a health strategy to prevent further concerns

Material Well-being' Domain

The extent to which your *cultures, policies, and practices* support students with ID to have their basic needs covered (this includes collaboration with families). Think about...

11. The family's monthly income allows the child to have his/her basic needs covered
12. Family's monthly income is enough to cover the expenses in education
13. Compared to their typically developing peers, the material goods that the family and child own are around the average
14. The child counts with his/her own material to entertain him/herself (e.g. games, music, TV, computer)
15. His/her household is adapted to his/her needs
16. The school is adapted to his/her physical, sensory, and intellectual characteristics
17. The school provides the technical support and aids to maximize the child's autonomy
18. The school provides and works with new information and communication technologies to facilitate the student's access to information and communication (e.g. tablets, software, apps)
19. The school uses didactic material adapted to the child's characteristics
20. School provides a proper space for the belongings of the child and provides supports to take care of them

'Interpersonal Relations' Domain

The extent to which your *cultures, policies, and practices* support students with ID to have significant relations with different people, to have friends identified, and to get on well with others. Think about...

21. How often does the child get on well with his/her peers?
22. How often is the child alone?
23. Does the teacher give positive feedback to the child?
24. Does the teacher neglect or ignore the child?
25. Do peers invite the child to their birthdays?
26. The school provides opportunities for the families to participate in school activities (e.g. excursions, contests, parties)
27. Teachers and paraprofessionals generate the conditions and provide the supports for children with ID to start and maintain positive interactions with others
28. The supports providers check if the child understands them by paying attention to the child's reaction
29. Supports providers know how to help the child to interact with others
30. The school takes the specific measures to improve the child's communication skills

'Social Inclusion' Domain

The extent to which your *cultures, policies, and practices* support students with ID to go to different places in the community and to participate in different activities with others. Think about...

31. The child is included with his/her peers without disabilities (i.e. in classroom and groups)
32. The child participates in leisure activities with same-age peers (with and without disabilities, with and without difficulties)
33. The child participates in inclusive activities which are interesting to him/her
34. The child is with his/her same-age peers during the recess
35. The child participates in inclusive activities which are appropriate for his/her physical and/or intellectual competencies
36. The school provides opportunities to the child to know other different environments (e.g. touristic routes, excursions...)
37. Teachers and paraprofessionals provide supports to the child to participate in social activities outside the school
38. The school generates leisure and cultural activities outside the school in which the child participates
39. Persons outside the school and family interact with the child
40. The child is involved in community environments

'Personal Development' Domain

The extent to which your *cultures, policies, and practices* support students with ID to learn different content, to access knowledge, and to achieve self-realization.

Think about...

41. The child has autonomy (he/she does things with adults' supervision)
42. How often does the child miss school?
43. Regardless of his/her marks, the child progresses
44. The child has problems to focus or to pay attention
45. Does the child enjoy the activities in the classroom and school?
46. The school provides an 'Activities Program' which includes activities based on the student's preferences and that contribute to his/her self-realization
47. The persons who provide supports have data on the student's development potential in different areas (e.g. social, emotional, motor, cognitive)
48. The school provides individualized supports in different activities (e.g. feeding, stimulation, therapies)
49. Stimulation provided to develop the capabilities of the child is provided taking into account the student's rhythm and capacities (e.g. avoiding infra- or supra- stimulation)
50. The school prioritizes those activities which promote the student's autonomy and development

'Emotional Well-being' Domain

The extent to which your *cultures, policies, and practices* support students with ID to feel safe, without worries, or relaxed. Think about...

51. How often is the child happy?
52. How often is the child nervous or irritable?
53. How often is the child angry?
54. How often is the child aggressive?
55. How often is the child sad or depressive?
56. Support providers (teachers, paraprofessionals) provide positive behavior support programs to establish positive behaviors or to reduce/eliminate challenging behaviors
57. Support providers pay attention to the child's facial expressions, voice, muscular tension, body posture, movement, and physiological reactions
58. School creates a personal file that shows what the child likes, reassures him/her, what he/she cannot stand, and how he/she can react, that all the professionals who work with him/her must know
59. The persons providing supports know how to address when the child has a crisis (e.g. huff, hyperactivity, and so on)
60. When something unexpected happens, support personnel provide the necessary support to the child to understand the situation

'Self-Determination' Domain

The extent to which your *cultures, policies, and practices* support students with ID to self-decide and to have opportunities to choose relevant things in their lives and the people to be with. Think about...

61. Does the child have enough time to play and to participate in leisure activities?
62. When the child has free time, he/she says that he/she is bored (or his/her reactions indicate so) ...
63. During the weekends the child is involved in activities that he/she likes
64. When is his/her birthday, the child decides who to invite
65. The child usually wears the clothes that he/she likes or wants
66. The school staff takes the enough measures so that the child can influence the environment (i.e. physical, material or social)
67. The school generates the conditions so that the child can make elections/take decisions (e.g. in which activity he/she prefers to get involved and in which one does not want to participate)
68. When changes occur, the teacher listens to the child's opinion (or observes and takes into account his/her reactions)
69. Support personnel provides a 'Supports Program' which includes the adequate activities and supports aligned with the child's preferences
70. 70 Teachers and paraprofessionals carefully consider the decision to take an action if the child experiences it as unpleasant (e.g. personal care, therapy, teaching activities)

'Rights' Domain

The extent to which your *cultures, policies, and practices* support students with ID to have their rights recognized and respected. Think about...

71. The child has his/her own belongings and those are respected
72. The child has intimacy and privacy
73. The child is treated with respect
74. The child participates in activities on an equal foot with others
75. How often is the child discriminated against due to his/her disability?
76. The supports providers have specific training on the rights of persons with ID (i.e. they know the United Nation's Convention on the Rights of Persons with Disabilities)
77. Supports staff treats the child with respect
78. The school takes the specific measures to respect the child's privacy
79. The school respect and advocates for the child's rights
80. The school adequately protects the confidentiality of the child's individual assessments

Annex – IV | Identifying barriers and opportunities towards enhancing students' outcomes in our school

Deadline to complete the assessment (dd/mm/yyyy)	/	/
What's your role?		
<input type="checkbox"/> School Professional (specify):		
<input type="checkbox"/> Local policy representative	<input type="checkbox"/> Family member	<input type="checkbox"/> Student board member
<input type="checkbox"/> Local community representative	<input type="checkbox"/> Special school representative	
<input type="checkbox"/> Other (specify):		

Your task consists in identifying, based on your reflection upon the items for each QoL domain provided in Annex III, the barriers/difficulties and the opportunities/resources you find in your schools' cultures, policies, and practices to enhance your students' personal outcomes



Identify here the BARRIERS and OPPORTUNITIES that you have discovered during your reflection for your SCHOOL CULTURES regarding each QoL domain	
Physical Well-being	Material Well-being
Barriers/Difficulties:	Barriers/Difficulties:
Opportunities/Resources:	Opportunities/Resources:
Interpersonal Relations	Social Inclusion
Barriers/Difficulties:	Barriers/Difficulties:
Opportunities/Resources:	Opportunities/Resources:
Personal Development	Emotional Well-being
Barriers/Difficulties:	Barriers/Difficulties:
Opportunities/Resources:	Opportunities/Resources:
Self-Determination	Rights
Barriers/Difficulties:	Barriers/Difficulties:
Opportunities/Resources:	Opportunities/Resources:



Identify here the BARRIERS and OPPORTUNITIES that you have discovered during your reflection for your SCHOOL POLICIES regarding each QoL domain	
Physical Well-being	Material Well-being
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Interpersonal Relations	Social Inclusion
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Personal Development	Emotional Well-being
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Self-Determination	Rights
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼



Identify here the BARRIERS and OPPORTUNITIES that you have discovered during your reflection for your <u>SCHOOL PRACTICES</u> regarding each QoL domain	
Physical Well-being	Material Well-being
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Interpersonal Relations	Social Inclusion
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Personal Development	Emotional Well-being
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼
Self-Determination	Rights
Barriers/Difficulties:	Barriers/Difficulties:
▼	▼
Opportunities/Resources:	Opportunities/Resources:
▼	▼



Annex – V | Where to start?

Organizing priorities, developing, and implementing an improvement plan

Once you have completed the individual assessments, it is time to sit and talk and put together your reflections. Now [it is time to prioritize those barriers for the domain that you feel that is threatened the most according to your assessment of your school's cultures, policies, and practices](#). A good way to make this prioritization would be to reach an agreement based on the 'same' (or similar) barriers detected consistently by the team members.

Reached this point, it is necessary to start thinking about a [specific plan to address the most pressing barrier and transform it into a facilitator for students' development](#) (regarding the QoL domain selected). In this sense, the prioritization should address [specific goals](#) to increase the chances of success. Bearing this in mind, identify around three priorities to start working (one for the cultures, one for the policies, and one for the practices). Don't worry if you consider that there are more priorities than three but be patient and focus your energies as inclusion is an ongoing process and the other barriers can be addressed at a different moment.

In the following tables you can both identify your MOST PRESSING NEED TO ADDRESS (i.e. Priority) and your SPECIFIC IMPROVEMENT PLAN (i.e. use of resources and strategies) focused on improving the QoL of your your students with ID. In this Annex we provide three planning sheets (i.e. each one matching the variables of analysis: cultures, policies, and practices).



Priorities to address and improvement plan for our: SCHOOL CULTURES		
<p>The QoL domain which is threatened the most in our students with ID regarding our school cultures is...</p>	<p>For this QoL domain, the MAIN PRESSING barriers/difficulties are...</p>	<p>To overcome the barriers in this QoL domain, we have identified the following opportunities...</p>
<p>Based on the agreed difficulties and resources for the QoL domain, a specific goal to address the difficulties is (i.e. define the goal as specific and realistic as possible, specifying observable and measurable objectives, and identify the responsables for the goal) ...</p>		
<p>The following questions will help you making your step-by-step goals operative</p>		
<p>How can we use the resources we have identified to address the barrier? (Tip: please consider that, as a group, you can think and come together to an agreement on how to identify and use other potential resources in your school and community!)</p>		
<p>What specific measures will be taken? (i.e. Think in terms of strategies, which involve the planned and integrated use of the resources you have identified in the previous step. Specific measures also include time planning and management, identified responsables and roles, specific contexts, ways to assess the extent to which we are complying with the goal proposed, etc.)</p>		
<p><i>Strategies:</i></p>		
<p><i>Responsible:</i></p>		
<p><i>Temporalization</i></p>		
<p><i>Contexts to implement the strategies</i></p>		
<p><i>How to assess the success:</i></p>		
<p>Identify potential threats to the measures you are taking (e.g. these barriers include a lack of commitment by the team members, lack of time, lack of resources...)</p>		
<p>What can be done to manage the potential threads?</p>		
<p>Include in the box below all other relevant information you consier</p>		



Priorities to address and improvement plan for our: SCHOOL POLICIES

The QoL domain which is threatened the most in our students with ID regarding our school cultures is...

For this QoL domain, the MAIN PRESSING barriers/difficulties are...

To overcome the barriers in this QoL domain, we have identified the following opportunities...

Based on the agreed difficulties and resources for the QoL domain, a specific goal to address the difficulties is (i.e. define the goal as specific and realistic as possible, specifying observable and measurable objectives, and identify the responsables for the goal) ...

The following questions will help you making your step-by-step goals operative

How can we use the resources we have identified to address the barrier?
(Tip: please consider that, as a group, you can think and come together to an agreement on how to identify and use other potential resources in your school and community!)

What specific measures will be taken? (i.e. Think in terms of strategies, which involve the planned and integrated use of the resources you have identified in the previous step. Specific measures also include time planning and management, identified responsables and roles, specific contexts, ways to assess the extent to which we are complying with the goal proposed, etc.)

Strategies:

Responsible:

Temporalization

Contexts to implement the strategies

How to assess the success:

Identify potential threats to the measures you are taking (e.g. these barriers include a lack of commitment by the team members, lack of time, lack of resources...)

What can be done to manage the potential threads?

Include in the box below all other relevant information you consier



Priorities to address and improvement plan for our: SCHOOL PRACTICES		
The QoL domain which is threatened the most in our students with ID regarding our school cultures is...	For this QoL domain, the MAIN PRESSING barriers/difficulties are...	To overcome the barriers in this QoL domain, we have identified the following opportunities...
Based on the agreed difficulties and resources for the QoL domain, a specific goal to address the difficulties is (i.e. define the goal as specific and realistic as possible, specifying observable and measurable objectives, and identify the responsables for the goal) ...		
The following questions will help you making your step-by-step goals operative		
How can we use the resources we have identified to address the barrier? (Tip: please consider that, as a group, you can think and come together to an agreement on how to identify and use other potential resources in your school and community!)		
What specific measures will be taken? (i.e. Think in terms of strategies, which involve the planned and integrated use of the resources you have identified in the previous step. Specific measures also include time planning and management, identified responsables and roles, specific contexts, ways to assess the extent to which we are complying with the goal proposed, etc.)		
<i>Strategies:</i>		
<i>Responsible:</i>		
<i>Temporalization</i>		
<i>Contexts to implement the strategies</i>		
<i>How to assess the success:</i>		
Identify potential threats to the measures you are taking (e.g. these barriers include a lack of commitment by the team members, lack of time, lack of resources...)		
What can be done to manage the potential threads?		
Include in the box below all other relevant information you consier		





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