IE+

PROMOTING POSITIVE
ATTITUDES AND EVIDENCE-
BASED POLICY FOR
INCLUSIVE EDUCATION

QUALITY OF LIFE INDEX-INCLUSIVE EDUCATION

SECONDARY EDUCATION VERSION
↘ ADOLESCENTS FROM 13 TO 18 YEARS

Acknowledgements

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

Guidelines for monitoring using the Quality of Life Index-Inclusive Education 'Secondary Education Version'

Introduction and goal of the Quality of Life Index-Inclusive Education 'Secondary Education Version'

The *Quality of Life Index-Inclusive Education 'Secondary Education Version'* (QoLI-IE-SE) provides a set of items which represents personal outcomes for students with ID aged 13-18 years. 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-SE* is to provide highschools 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 highschools 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, highschools can monitor and gather evidence on the barriers they have, to build and develop improvement plans 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, highschools are contribuiting not only to the development of their students with ID, but also to other areas of their inclusion (see Figure 1).
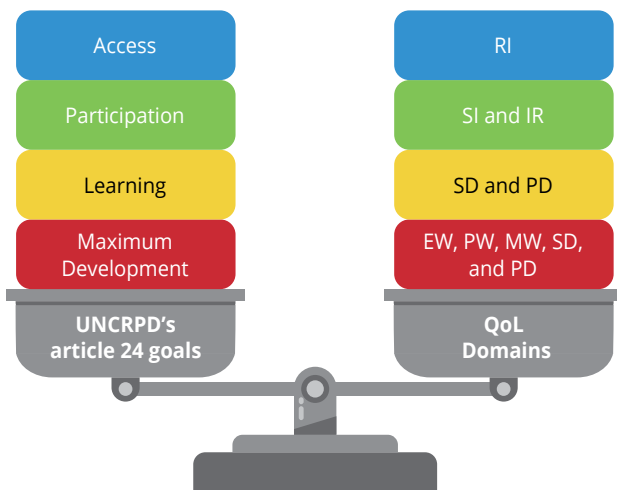

Figure 1. Correspondence between QoL domains and UNCRPD's article 24 goals (Amor, Fernández, Verdugo, Aza, & Schalock, in press)

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

The *QoLI-IE-SE* 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-SE* should never be considered an assessment tool for classifying students with ID.

It is recommended to use the *QoLI-IE-SE* within a broader strategy taken by highschools 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-SE, 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-SE* could the the following:

1 ▸ **SELECT A HETEROGENEOUS GROUP**

Highschool principal or someone in the management team of the highschool 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 highschool 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 highschool 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 highschool's cultures, policies, and practices are. Once these terms are understood, think and make explicit your highschool'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-SE* as is done in this document. The *QoLI-IE-SE* is a resource to support highschools. It is not an evaluation of their quality. It is a resource to mirror the highschool regarding the extent to which it pursues students' fullest development (as well as other QoL

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 synthetize 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 measurables.

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 highschool vision, or update your highschool policies including a whole child approach as the defined in the QoL model).

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, highschools 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-SE
IN PRACTICE

Annex – IA | Defining the team
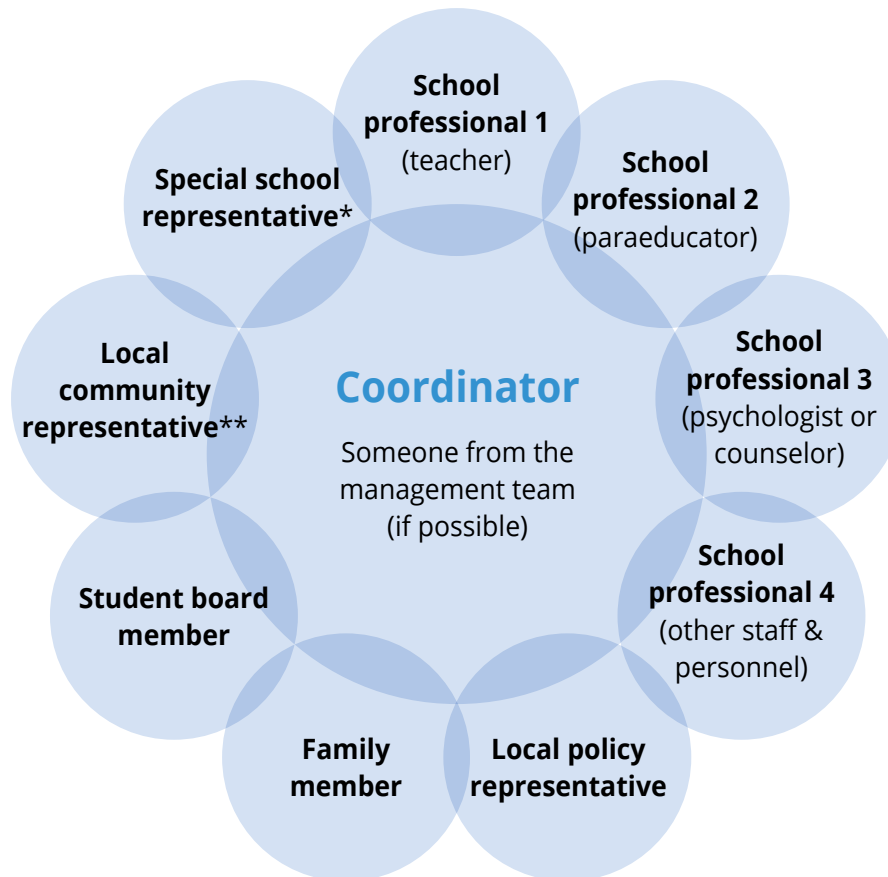
The coordinator should be the responsible to make agreements between the different group members and to dynamize all the stages. He/She should be also an expert on IE and should be familiar with the terms 'cultures', 'policies', and 'practices', and with the QoL framework. The coordinator is also responsible 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 Highschool			
Name of Planning Team			
Frequency of meetings	☐ Weekly	☐ Biweekly	☐ Monthly
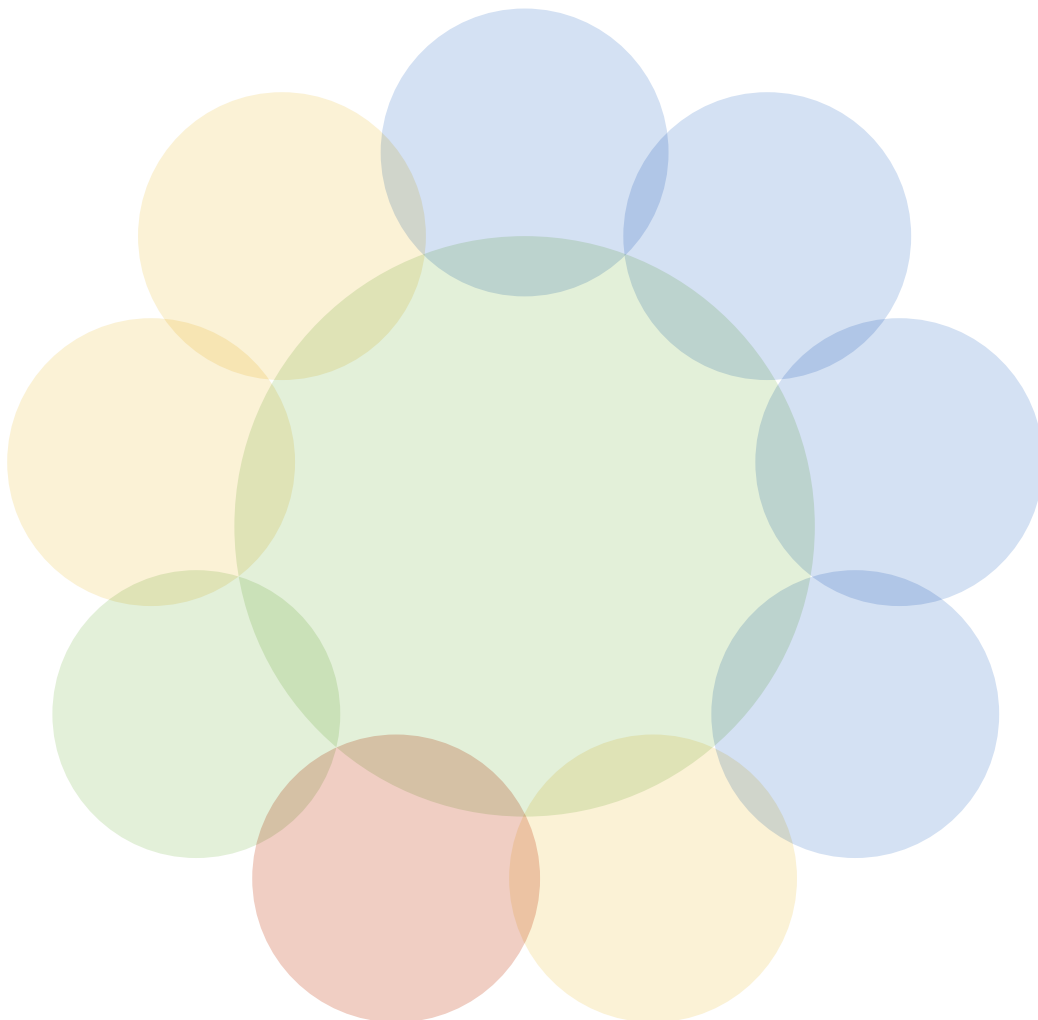
Try to include pictures and names in a figure like the presented in this annex. Print it and put it a comfortable meeting room to create a better rapport and a sense of belonging!

You can include whoever you consider relevant!

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Annex – II | We, as highschool

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
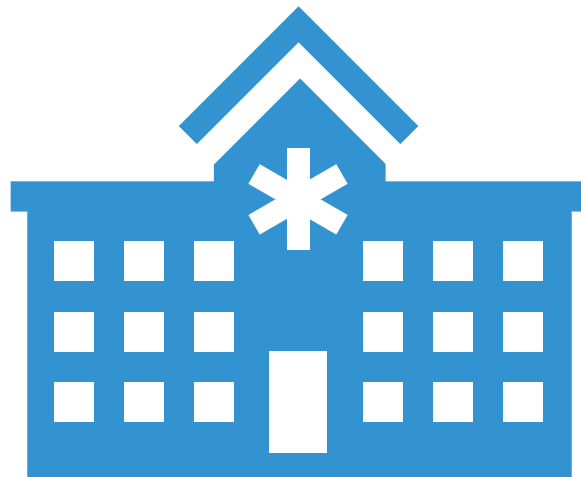
Cultures
- Cultures reflect relationships and deeply held values and beliefs

Policies
- Policies are concerned with how the highschool 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 highschool: template

Mission - Who we are

Vision - What to achieve

Values - What guides us

Cultures

Policies

Practices

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Annex – III | Quality of Life Index-Inclusive Education: 'Secondary Education Version'

Below, you will find a set of 80 items describing personal outcomes for students with ID (aged 13-18 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; Gómez-Vela & Verdugo, 2009; Verdugo et al., 2014) 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 highschool's cultures, policies, and practices, please make an individual reflection on the extent to which your highschool'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 highschool's barriers for improvement pruposes. 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 highschool, its needs and its opportunities to improve. Prior to start with the reflections, set, as a group, a deadline for making the invidudual 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 highschool's cultures, policies, and practices during your individual assessment. Then, as a group, you will have to prioritize the barriers to address and define and 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 highschool, 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 highschool; while all the other items should make you think about the opportunities that your highschool 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

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'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. Does, in the general, the adolescent have a good health?
2. Does his/her health status let the adolescent do a day-to-day normal life (taking into account his/her characteristics, competencies, and needs)?
3. Does the adolescent have sleeping disorders?
4. The adolescent has permanent health concerns (i.e. visual, hearing, and/or physical impairments)
5. How often does the adolescent take medicines?
6. Support providers have received training related to the health issues of the student
7. The high school collaborates with other services in the community (i.e. Health and/or Social Services) on a health strategy to prevent further concerns
8. The adolescent receives specific support when he/she would like to change a given characteristic on his/her appearance (e.g. shaving, make up, physical activity)
9. The high school cares about and offers opportunities for the adolescent to have a healthy style of life (i.e. feeding, physical activity)
10. The high school cares about and provides supports to the student to take care of his/her personal appearance (i.e., hygiene, clothes, hair, etc.)

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 adolescent to have his/her basic needs covered
12. Does the adolescent receive a pay from his/her parents?
13. The adolescent counts with his/her own material to entertain him/herself (e.g. games, music, TV, computer)
14. Is his/her house adapted to his/her needs?
15. Compared to their typically developing peers, the material goods that the family and adolescent own are around the average
16. The high school is adapted to meet the physical, sensory, and intellectual characteristics of the student
17. The high school counts with the support needed (i.e. technical or human) to maximize the adolescent's autonomy
18. The high school provides and works with new technologies to facilitate the student's access to information and communication (e.g. tablets, digital blackboards, etc.)
19. The high school facilitates a space for the adolescent's belongings and provides supports to take care of them
20. The high school uses didactic material specifically adapted to the adolescent's needs

'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. Does the adolescent get on well with his/her peers without disabilities?
22. Does the adolescent receive positive feedback from others (i.e. peers, teachers, support staff, etc.)?
23. Does the adolescent have same-age friends?
24. Does the teacher neglect or ignore the child?
25. Does the adolescent manifest confidence with his/her classmates (i.e. does he/she feel that he/she could ask help if he/she would need it)?
26. The high school plans activities or supports that let the student interact with others in the high school and/or in the community
27. The high school provides opportunities for the families to participate in the high school's activities (e.g. excursions, contests, parties, etc.)
28. When others interact with the student in the high school, they let him/her enough time to respond
29. The high school provides information about his/her interactive style when the student meets new people
30. The best way to communicate the information to the student has been identified by the high school staff (i.e. visual, tactile, aural, etc.)

'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 adolescent is included with his/her peers without disabilities (i.e. in classrooms and groups)
32. The adolescent participates in different activities in the high school alongside his/her peers without disabilities
33. Does the adolescent share time and activities with his/her peers without disabilities in the recess?
34. Is the adolescent aware of all the activities in which he/she can participate in the classroom?
35. Does the adolescent have a good number of friends to share time with?
36. The student is involved in community environments
37. The high school provides opportunities to the adolescent to know other different environments (e.g. touristic routes, excursions)
38. Support providers provide the necessary support to the adolescent to participate in social activities outside the school
39. The high school generates leisure and cultural activities outside the high school in which the student is involved
40. The student interacts with people outside the school and family

'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. Does the adolescent perceive that the education that he/she receives is going to be of help?
42. Does the adolescent receive a holistic, useful, and adequate education?
43. Is the adolescent autonomous (i.e. is he/she able to do different activities without the ongoing support from others)?
44. How often does the adolescent feel unable to complete some tasks?
45. Does the adolescent proactively manifest his/her own abilities? (i.e. does he/she influence the environment without asking him/her to do so)?
46. Beyond curricular accommodations, the high school develops Personalized Educational Plans (PEP) to enhance the development of the student to his/her fullest potential
47. The high school includes in the curricular accommodations or PEP, aspects related to other areas beyond learning (e.g. competencies for the autonomy or daily-living skills)
48. The high school includes methodological supports and options for vocational training and transition to adulthood
49. Support providers have received training on the most appropriate teaching methods for the student
50. The high school provides personalized supports prioritizing those activities which favor student's autonomy

'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 adolescent happy?
52. Does the adolescent feel as an important person?
53. Is the adolescent comfortable with his/her body image? (i.e. do you see any reaction of rejection about his/her body image?)
54. How often does the adolescent show negative affect (i.e. sadness, depression...)?
55. How often is the adolescent angry?
56. Support providers (teachers, paraprofessionals) provide positive behavior support programs to establish positive behaviors or to reduce/eliminate challenging behaviors
57. Teachers, paraprofessionals and other staff know well the expressions of emotional discomfort in the student
58. The high school staff informs beforehand to the student with understandable information about the activities and events that will follow in a normal day
59. The student is informed in advance about the changes of people who provide support (e.g. holidays of staff personnel)
60. The high school takes the required measures to make the environments recognizable and expectable (e.g. spaces, timing, functioning, persons, and activities)

'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 adolescent choose the clothes that he/she wears?

62. Does the adolescent take decisions on his/her life? (e.g. what he/she would like to do)?

63. Do the adolescent's parents/teachers control all the aspects of his/her life?

64. How often do other people (i.e. family, teachers, or peers) impose on the adolescent what he/she has to do in his life?

65. Does the adolescent show his/her own opinion (e.g. when he/she is not happy with something)?

66. Support providers take the required measures so that the adolescent can make his/her own choices based on his/her preferences and strengths

67. The high school offers the possibility to the student to refuse to participate in those activities which are not relevant to him (e.g. to participate in an excursion in which he/she is not interested)

68. The PEP starts from his/her strengths, needs and wanting, pursuing not only academic performance but also personal desired experiences

69. Does the high school count with the student to define his/her PEP or accommodation?

70. The student's opinion is taken into account by high school staff when changes affecting the student are made

'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. Do the others respect the adolescent's rights?

72. The adolescent has intimacy and privacy

73. Does the adolescent suffer bullying due to the disability?

74. The adolescent participates in activities on an equal foot with others

75. The adolescent has his/her belongings and those are respected by others

76. Support providers and school staff have received training on the UNCRPD

77. Teachers and other professionals treat the adolescent with respect

78. High school provides to the student the necessary support so that he/she knows his/her rights

79. The high school informs the adolescent on the decisions that are going to be taken on his/her name

80. The high school protects the confidentiality of the adolescent's individual assessments

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

Deadline to complete the assessment (dd/mm/yyyy)	/ /
What's your role?	

☐ Highschool Professional (specify):

☐ Local policy representative ☐ Family member ☐ Student board member

☐ Local community representative ☐ Special school representative

☐ 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 highschools' cultures, policies, and practices to enhance your students' personal outcomes.

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Identify here the BARRIERS and OPPORTUNITIES that you have discovered during your reflection for your HIGHSCHOOL 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 HIGHSCHOOL POLICIES regarding each QoL domain

Physical Well-being

Barriers/Difficulties:

Opportunities/Resources:

Material Well-being

Barriers/Difficulties:

Opportunities/Resources:

Interpersonal Relations

Barriers/Difficulties:

Opportunities/Resources:

Social Inclusion

Barriers/Difficulties:

Opportunities/Resources:

Personal Development

Barriers/Difficulties:

Opportunities/Resources:

Emotional Well-being

Barriers/Difficulties:

Opportunities/Resources:

Self-Determination

Barriers/Difficulties:

Opportunities/Resources:

Rights

Barriers/Difficulties:

Opportunities/Resources:

Identify here the BARRIERS and OPPORTUNITIES that you have discovered during your reflection for your <u>HIGHSCHOOL 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 highschool'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: <u>HIGHSCHOOL CULTURES</u>

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 responsibles 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 responsibles 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: HIGHSCHOOL 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 responsibles 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 responsibles 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: <u>HIGHSCHOOL PRACTICES</u>

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 responsibles 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 responsibles 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

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