## RISE Part 1 Focus Area Reflection Questions

### **Placement and Settings**

1. What percentage of our students with “intellectual disability” as the primary or secondary disability category identified on their IEP are included in general education for 80% or more of the school day?
	1. Does the percentage vary based on the age of the students?
	2. Does the percentage vary based on the geographic location of the students?
	3. Does the percentage vary based on the socio-economic status of the students’ neighborhood?
2. Are we sure that our district and school personnel understand that taking an alternate assessment or using alternate learning standards does not, in and of itself, indicate the need for a self-contained classroom placement? How do we know?
3. Is our team aware of the research describing the unintended negative consequences of placement in separate classrooms for students with SCD?
4. What barriers might we come up against when working on this area and how could we address them?

### **General Education Curriculum Content and Access**

1. How do we ensure that our students who take the alternate assessment are accessing grade-level general education curriculum with adaptations as needed?
2. How many (districts, schools, classrooms) do we think have embraced Universal Design for Learning (UDL)? Do we currently provide ongoing professional development with coaching on UDL?
3. Do we currently provide ongoing professional development with coaching on providing access to general education curriculum for students with significant cognitive disabilities?
4. What barriers might we come up against when working on this area and how could we address them?

### **Instructional Strategies**

1. Are we sure that our messaging about specially designed instruction (SDI) clearly states that students with significant cognitive disabilities can and should receive SDI in general education classes?
2. Do we currently provide professional development on the “how tos” of providing SDI to students with disabilities, including those with significant cognitive disabilities in general education settings?
3. Do we have data available that can tell us what percentage of teachers responsible for students with significant cognitive disabilities have the most appropriate teaching certificate offered by our state? If not, do we currently offer professional development on evidence-based instructional strategies for this student population?
4. What barriers might we come up against when working on this area and how could we address them?

### **Education Systems**

1. Are we planning on using or advocating for district use of interim assessments now or in the future? How will we ensure there is an alternate interim assessment available for students with significant cognitive disabilities?
2. Do we currently have a system in place to monitor access to alternative and augmentative communication systems for students in need of these systems?
3. What opportunities are currently available for cross-department collaboration?
4. Do we currently employ any individuals with identified disabilities?
5. How does our system live up to the ideal that “low incidence does not mean low priority” when serving students with low incidence disabilities?