# TIES Center logo Evidence-Based Inclusive Practices Snapshot

Observer Name

*Type observer name in the space below*

Teacher Name

*Type teacher name in the space below*

Date and Time Observed

*Type date and time in the space below*

Student number

*Type number in the space below*

Setting

*Type setting in the space below*

Content

*Type content in the space below*

## Instructional Evidence Based Practices (EBP) observed

*Type practices you observed in the space below (such as co-teaching, explicit instruction, flexible grouping, positive/corrective feedback, scaffolding, time delay, extended wait time, prompt hierarchy, graphic organizers, cooperative learning, inquiry learning)*

## Content is aligned with grade-level standards (e.g., work sample)

*Type notes and evidence of this practice in the space below:*

## Materials and lesson are grade appropriate (example)

*Type notes and evidence of this practice in the space below:*

## Adapted content, methodology, and delivery help student reach a specific learning goal (Specially Designed Instruction)

*Type notes and evidence of what was adapted (content, methodology, delivery, such as the use of assistive technology) in the space below:*

## Focus student grouped with grade-level classmates without disabilities

*Type notes and evidence in the space below:*

## Evidence of embedded instruction in IEP goals and essential skills (examples)

*Type notes and evidence in the space below:*

## Evidence of co-planning, co-teaching, or co-assessing for this lesson

*Type notes and evidence in the space below:*

## **Time Sampling:** Record observations for 15 seconds at the end of each 45 second interval for the focus student who has significant cognitive disabilities. Circle or highlight all that apply for each interval. [Instructions for time sampling form](#_Instructions_for_time). [Accessible Time Sampling Table.](https://ici-s.umn.edu/files/iYQJnJDXTg/evidence-based-inclusive-practices-snapshot-table-excel)

 **Y if evident N if not evident NA if not applicable to focus student**

| **Observation Focus** | **1 min** | **2 min** | **3 min** | **4 min** | **5 min** | **6 min** | **7 min** | **8 min** | **9 min** | **10 min** | **11 min** | **12 min** | **13 min** | **14 min** | **15 min** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AAC accessible** | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA |
| **Communication supported** | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA | Y NNA |
| **Engaged in gen. ed. curriculum** | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| **Engagement/****Class routines** | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| **Interactions** **with whom** | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA | TPIA |
| **SDI**  | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| **Instructional** **EBP** | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N |

**T= Teacher P= Grade-level peer without disabilities IA= Instructional Assistant**

## Instructions for time sampling form

### Who to observe: Target student (i.e., the student who assented and whose parents consented for them to participate in the study; the Target student will always have a significant cognitive disability).

What to observe:The observer will observe the target student’s access to communication and instructional supports/evidence-based practices, interactions, and engagement with the curriculum, peers, or with educators.

### AAC accessible:

**Yes** - the focus student has a means of communication that is accessible to them. If they use a device or core board, for example, this means it is positioned in a way they can use and on/working at all times during the interval.

**No** - The focus student’s normal means of communication (device or core board) is not available or accessible to them or is placed in a way the student can’t interact with it.

**N/A** - The student communicates without the use of augmentative or alternative communication supports.

### Communication supported:

**Yes** - During instruction or social interactions, the focus student is supported to communicate. This could include communication partners using wait time, modeling or aided modeling of AAC, reading body language, or indicating for the focus student to use their AAC.

**No** - The student was not supported to communicate during instruction or social interactions.

**N/A** - No support was required for communication or there was no instruction or social interaction apparent.

### Engagement in the General Education Curriculum:

**Yes** - There is evidence that the focus student is engaged in the general education curriculum (e.g., either actively through writing, counting, reading, answering questions or passively by watching or listening to a teacher or peer presentation).

**No** - the student is not engaged in the general education curriculum. This could be because they are transitioning or managing materials, doing an alternate activity (such as doing a folder activity), because no instruction or expectations are provided related to the general education curriculum, or because the student is out of the room or on a break.

### Engagement/Class Routines:

**Yes** - There is evidence that the focus student is engaged in a similar activity or routine that the rest of the class is engaged in (e.g., making a lunch choice, class discussion, lining up)

**No** - The focus student is engaged in an alternate and unrelated activity or routine than the rest of the class (e.g., practicing writing their name while the rest of the class is engaged in a discussion).

### Interactions with whom:

The student has had an active interaction with another person or people in the class, a teacher (**T**), peer (**P**), and/or instructional assistant (**IA**). No circled codes would indicate the student did not interact with anyone else during the interval.

### Specially Designed Instruction:

**Yes** - It is evident that the focus student has access to specially designed instruction, such as adapted content, methodology or delivery of instruction. It may include additional, intensive instruction or opportunities for repeated practice that most other students do not receive.

**No** - The focus student does not have access to specially designed instruction. Content, methodology, and delivery of instruction are the same for all students.

### Instructional EBP:

**Yes** - Educators used EBPs to provide instruction to the target student during the interval including, but not limited to: co-teaching, explicit instruction, flexible grouping, technology, positive/corrective feedback, scaffolding, time delay, extended wait time, task analysis, prompt hierarchy, and graphic organizers.

**No** - Educators did not use EBPs during the interval or no instruction was provided to the target student.

### Suggested citation:

TIES Center. (2021). *Evidence based inclusive practices snapshot*. Minneapolis, MN: University of Minnesota, TIES Center.

### Adapted from:

Toews, S. G., Kurth, J. A., Turner, E. L., & Lyon, K. J. (2020). Ecobehavioral analysis of inclusive classrooms and instruction that support students with extensive support needs. *Inclusion, 8*(4), 259-274. <https://doi.org/10.1352/2326-6988-8.4.259>