

## Self-Assessment of Special Education Program Practices In Diversity, Equity, and Inclusion

SURVEY QUESTIONS	RATINGS			
<p style="text-align: center;"><b>Data Based Decision Making</b> <i>To what extent does your Special Education team...</i></p>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Examine <b>student discipline data</b> and compare behaviors of students with dis/abilities to their <b>similar</b> racial/ethnic/linguistic <b>peers</b> .				
Examine <b>student discipline data</b> and compare behaviors of students with dis/abilities against <b>all students</b> in the school.				
<b>Identify student needs in academics</b> by disaggregating student outcome data (e.g., standardized assessments, grades) by ethnicity, race, linguistic variables.				
<b>Progress monitor the effectiveness of academic interventions</b> or programming by disaggregating student outcome data (e.g., standardized assessments, grades) by ethnicity, race, linguistic variables.				
<b>Identify student social-emotional or mental health needs</b> by disaggregating student outcome data (e.g., attendance, referrals, student culture and climate surveys) by ethnicity, race, linguistic variables.				
<b>Progress monitor the effectiveness of social-emotional or behavioral interventions</b> or programming by disaggregating student outcome data (e.g., attendance, referrals, student culture and climate surveys) by ethnicity, race, linguistic variables.				
<p style="text-align: center;"><b>Assessment and Evaluation</b> <i>To what extent does your Special Education team...</i></p>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Conduct evaluations with a <b>multidisciplinary</b> team that has <b>speciality knowledge</b> in the areas of the referral concerns (e.g., autism, language, communication, social skills, behavior, academics, executive functioning etc.)				
Demonstrate <b>awareness</b> of the impact of <b>racial privilege, bias</b> , or lack of understanding about a <b>student's culture</b> in the evaluation process.				
Use <b>assessment measures</b> that have been <b>normed</b> on a population of students that are representative of the student's diverse background.				
Balance standardized measures by administering <b>indirect assessments</b> (e.g., parent interviews, developmental history, rating forms etc.) that collect information from the <b>student's caregivers</b> .				

Conduct <b>observations</b> of students in the areas of referral concerns across <b>multiple settings</b> at the school.				
Conduct <b>observations</b> of the student in their <b>home setting</b> .				
During observations, conduct a <b>peer comparison</b> using a peer who is of a similar racial-ethnic background of the student.				
Incorporate data on a student's language proficiency during the evaluation process.				
Modify or adapt the administration of standardized testing in order to <b>remove potential barriers to test performance</b> . (For example, administering assessments in the native language of a student or using assessments that less language demands				
<b>Intervention</b> <i>To what extent does your Special Education team...</i>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Collaborate with administration and teachers to ensure <b>equitable discipline practices</b> for students with dis/abilities that reduce exclusionary practices and support student access to the general education environment.				
Affirm student diversity by <b>adapting curriculum</b> so it reflects multiple cultural viewpoints and instructional practices. (e.g., when teaching social emotional learning or reading - using culturally relevant texts)				
When selecting <b>mental health interventions</b> - using programs that have documented effectiveness with racially and culturally diverse populations.				
<b>Train culturally diverse school staff</b> who represent the student demographics to implement interventions for students or support family school-partnerships.				
Support student access to <b>bilingual</b> services				
Involve staff <b>members with knowledge of a student's racial/ethnic/linguistic background</b> during the <b>problem solving process and/or behavior intervention selection</b> in order to get a sense of cultural factors and appropriateness of intervention.				
<b>Involve students</b> in intervention programming and <b>setting goals</b> related to academics and social-emotional learning, behavior.				
<b>Consultation and Problem Solving</b> <i>To what extent does your Special Education team...</i>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Use <b>strengths-based</b> perspective and language when discussing the academic, social-emotional, and behavioral needs of students with dis/abilities of diverse backgrounds.				
<b>Consult</b> effectively with teachers when the student is from a different cultural background, race/ethnicity, and linguistic profile than their own.				

Take into consideration a student's race, ethnicity, and linguistic history on school staff <b>perceptions of</b> presenting <b>concerns</b> (e.g., academic, behavioral, and social-emotional) that impact students.				
Demonstrate <b>awareness of</b> the role of <b>acculturation</b> on concerns with student abilities (e.g., language, social interactions, family communication).				
<b>Recognize implicit biases</b> or <b>assumptions</b> about students based on cultural background, race/ethnicity, and linguistic profile when <b>consulting</b> with teachers.				
<b>Communication and Collaboration with Families</b> <i>To what extent does your Special Education team...</i>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during the <b>problem-solving process</b> (e.g., meet with parents, trial interventions with parent input or feedback )				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during the <b>evaluation process</b> (e.g., collect information about student's home and culture through parent interviews or home visits).				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during <b>eligibility determination</b> (e.g., discuss exclusionary factors with parents, involve parents in determination).				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during <b>Individualized Education Program creation</b> (e.g., solicit parent input and feedback when determining IEP goals, accommodations, and services)				
<b>Perceptions of Self</b> <i>To what extent do you...</i>	<b>Often</b>	<b>At times</b>	<b>Never</b>	<b>Is it critical?</b>
Feel confident in your ability to <b>conduct culturally responsive evaluations</b> of students of diverse backgrounds?				
Feel confident in your ability to collaborate and <b>partner with families</b> of diverse backgrounds?				
Feel confident in your ability to <b>provide culturally responsive interventions</b> to students of diverse backgrounds?				
Feel confident in your ability to consult and have conversations with staff members about <b>cultural differences and considerations that impact a suspected disability?</b>				
Feel confident in your ability to consult and have <b>conversations</b> with staff members <b>about disparities in special education identification</b> experienced by students of diverse backgrounds?				

Feel confident in your ability to consult and have <b>conversations</b> with staff members about <b>disparities in discipline</b> experienced by students of diverse backgrounds?				
<b>Receive support</b> from the administration or school staff in developing knowledge and skills (e.g., professional development, coaching) with regards to supporting students with dis/abilities from diverse backgrounds?				

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