

EXPLANATION OF THE "ASSESSMENT OF STUDENT PARTICIPATION IN GENERAL EDUCATION CLASSES" FORM

As students with disabilities become increasingly included in general/vocational education classes, educators are focusing on two major facets of the multi-faceted general/vocational education curriculum. One facet is the traditional written curriculum; the other is the "unwritten" curriculum. The "unwritten" curriculum includes life-long skills related to good work habits, good citizenship, development of social relationships and good collaboration skills. Typically these skills (e.g. standing in line, raising your hand, waiting your turn, asking for assistance, using appropriate manners...) are skills that are addressed on a daily basis within general/vocational education classes and are typically acquired by active participation in the schooling process. The nature of having a disability sometimes makes it necessary to teach these skills more systematically to students having difficulty acquiring them.

As schools continue to expand upon active learning occurring by student's with disabilities participation within general/vocational education class(es) there is an expanding role for the "unwritten " curriculum. Educational teams are moving from determining specific content for the "unwritten" curriculum through incidental procedures to more systematic, comprehensive assessment(s) and collaborative procedures. One tool that may assist educational teams in collaboratively generating goals and objectives for the "unwritten" curriculum for each general/vocational education class is the Assessment of Student Participation in General/Vocational Education Classes: "Social and Communication Skills" and the "Classroom Routines and Activities" (ASPGEC) forms (adapted from MacDonald and York, 1989). By using the ASPGEC it is possible to interpret the generic "social" domain into specific targeted behaviors. Together the "Social and Communication Skills" and the "Classroom Routines and Activities" parts of the ASPGEC provide assessment information that relates to curricular domains of (a) relationships; (b) curriculum-specific & associated relationships and (c) vocational skills.

The LRE for LIFE Project recommends a five (5) step process for assessing students and generating general/vocational education-class-specific "unwritten" curriculum content. These are articulated below:

- STEP 1: Validate the items on both forms **WITH** the general/vocational education teacher, to ensure a complete and accurate list of skills that the general/vocational education teacher feels are important to his/her class. As you determine the validity of each item delete the items that are not valid to the general/vocational education teacher, while adding any additional skills the team deems important for participation in that general/vocational education class.
- STEP 2: (This step can be done in conjunction with step 1.) Interview the general/vocational education teacher concerning the targeted student (T) and at least three typical students without disabilities (S_1 , S_2 , S_3). On an item by item basis ask the general/vocational education teachers, relative to the typical students, does the targeted student perform each skill, record the

responses for all four students. Use a code such as, **Usually**, **Sometimes**, **Rarely**, **Never** to record the responses. Record this information in the first section.

- STEP 3: Observe the targeted student and three typical students (if possible the same three typical students as the interview) in the general/vocational education setting and record your observations. Use a code such as, "/" for did observe and "X" for did not observe. Record this information in the second section.
- STEP 4: **WITH** the general/vocational education teacher, compare the data from the interview and the data taken during the observation. This collaboration should act as a reliability check for both data collections. Discuss any discrepancies and try to determine a reason for them.
- STEP 5: **WITH** the general/vocational education teacher prioritize five to ten skills to teach the targeted student that are considered most important for successful participation in that general/vocational education class. These prioritized skills should then be included in the IEP of the targeted student.
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