

## SUGGESTED READINGS:

Biklen, D., Bogdan, R., Ferguson, D., Searle, S., & Taylor, S. (1985). *Achieving the complete school: Strategies for effective mainstreaming*. New York, New York: Teachers College Press.

Falvey, M. A. (Ed.). (1986). *Community based curriculum*. Baltimore, Maryland: Paul H. Brookes Publishing Company.

Kjerland, L. (1986). *Project Dakota early intervention: Tailor made*. Eagan, Minnesota: Project Dakota Outreach.

Voeltz, L. M., Hemphill, N. J., Brown, S., Kishi, G., Klein, R., Fruehling, R., Collie, J., Levy, G., & Kube, C. (1983). *The special friends program: A trainer's manual for integrated school settings*. Honolulu, Hawaii: University of Hawaii, Department of Special Education.

## FOR MORE INFORMATION OR ASSISTANCE, CONTACT:

**Association for Retarded Citizens of Minnesota**  
3225 Lyndale Avenue, South  
Minneapolis, Minnesota 55408  
(612) 827-5641

**Governor's Planning Council on Developmental Disabilities**  
201 Capitol Square Building  
550 Cedar Street  
St. Paul, Minnesota 55101  
(612) 296-4018  
(612) 296-9962 TDD

**Legal Advocacy for Persons with Developmental Disabilities in Minnesota**  
222 Grain Exchange Building  
323 Fourth Avenue, South  
Minneapolis, Minnesota 55415  
(612) 332-7301  
(800) 292-4150, toll free

**Minnesota Association for Persons with Severe Handicaps**  
P.O. Box 1837, Pioneer Station  
St. Paul, Minnesota 55101

**PACER Center, Inc.**  
4826 Chicago Avenue, South  
Minneapolis, Minnesota 55417  
(612) 827-2966

For additional free copies, please contact:  
**Minnesota Governor's Planning Council  
on Developmental Disabilities**  
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201 Capitol Square Building  
550 Cedar Street  
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# TEST YOUR SCHOOL'S IQ: INTEGRATION QUOTIENT

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Questions to ask about  
your school's policies  
and practices...



These questions are designed to assist families of students with disabilities to assess the level of integration efforts by your local school districts and special education cooperatives.

For purposes of this review, integration is the placement of students with disabilities into settings with non-disabled, chronological age peers that result in meaningful interaction. Integration refers to:

- students attending **regular schools** or other **natural settings**, not special schools;
- student **classrooms integrated** throughout the building, not just a special wing;
- students attending **regular classes**, not special classes;
- students participating in **regular activities**, not just participating in school lunch;
- students having **opportunities to interact** with students who are not disabled.

## INSTRUCTIONS:

To answer these questions, you will need to speak to several different people. In some cases, you may want to review written documents. The results can be used to further promote and support opportunities for integration.

These guidelines should not be misconstrued to imply "dumping" students with disabilities into integrated placements without supports that match a student's strengths, needs, preferences, and interests.

# GUIDELINES

## ADMINISTRATIVE COMMITMENT

1. Has the school administration taken a position emphasizing preparation of students with disabilities to live and to work in community settings?
2. Has the school administration demonstrated leadership in promoting integration of students with disabilities through letters, written materials, building accessibility, presentations, conferences, scheduling flexibility, or written plans?
3. Have administrators, teachers, related services staff, paraprofessionals, etc., received in-service training on integration values and implementation techniques during the past year?

## LOCATION/TRANSPORTATION

1. Does your son/daughter attend the same school or other natural setting (early childhood center, job site) that he/she would attend if not disabled?
2. Does your son/daughter use the same transportation that he/she would ride if not disabled?
3. Does your son/daughter use the same arrival and departure times if he/she were not disabled?

## INTEGRATED TIME AND ACTIVITIES

1. Does your son/daughter participate in extracurricular activities with students who are not disabled?
2. Does your son/daughter spend time in the community receiving instruction, services, or other activities (independent living, leisure, job)?
3. How much time during the instructional day does your son/daughter spend with students who are not disabled?

YES

NO

(specify amount of time)

4. Does your son/daughter participate in activities with students who are not disabled. Check those that apply:

- |   |  |
|---|--|
| <input type="checkbox"/> lunch                | <input type="checkbox"/> regular classes (art, music, physical education, electives) |
| <input type="checkbox"/> library/media center | <input type="checkbox"/> vocational education  |
| <input type="checkbox"/> free time            | <input type="checkbox"/> other   |
| <input type="checkbox"/> assemblies/programs  |  |

5. Does your son/daughter receive support in settings with students who are not disabled? Check those that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> modified curriculum | <input type="checkbox"/> augmentation/ communication devices |
| <input type="checkbox"/> peer/buddy support  | <input type="checkbox"/> testing accommodations              |
| <input type="checkbox"/> adaptive equipment  | <input type="checkbox"/> interpreter                         |
| <input type="checkbox"/> support staff       | <input type="checkbox"/> other                               |