

Placement And Readiness Checklists (PARC): General Education Inclusion Readiness Checklist

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefiting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. Reliability and validity data on the General Education Inclusion Readiness Checklist^{1,2}, one component of the PARC, has shown that the items in this scale represent some of the basic critical skills and behaviors that contribute to successful participation and inclusion as well as performance on standardized academic assessments.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.

Interpretation: Students with higher ratings (mostly 4s and 5s) will be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

Student: _____

Date: _____

School: _____

Grade: _____

Completed by: _____

TODHH AUD Gen Ed Tchr Spec Ed Tchr
Other _____

1	2	3	4	5	SCORE
1. Knowledge of classroom routines and ability to handle transitions:					
Appears unaware of routine/does not make transitions	Makes transitions with adult assistance	Makes transitions with verbal/sign prompting	Makes transitions by observing others	Aware of routines/makes transitions independently	
2. Following Directions:					
Does not follow directions	Follows directions with adult assistance	Follows directions verbal/sign prompt	Follows directions by observing others	Follows directions independently	
3. Attention to classroom instruction (as compared to classmates):					
Student is disengaged	Attends less than 25% of the time	Attends 50% of the time	Attends 75% of the time	Attends 100% of the time	
4. Comprehension of classroom instruction:					
Example:					
Does not comprehend	Appears to understand information that is familiar/highly structured	Appears to understand information that is familiar/highly structured and some information that is new or less structured	Appears to understand most information presented	Appears to have complete understanding of all information	

¹ Adapted with permission from M.E. Nevins and P. Chute (1996). Mainstream Checklist: Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings*, (Appendix J). Singular Publishing Group, Inc.

² This checklist is part of a series of Placement and Readiness Checklists (PARC). The Placement Checklists are grade dependent and consider factors pertinent to the readiness of the classroom to support a student who is deaf or hard of hearing. The readiness checklists include captioning, a sign interpreter, and mode of communication. The PARC, as well as the Iowa Department of Education reliability and validity study for the Inclusion Checklist, is available at www.adevantage.com/resources.html (2016).

1	2	3	4	5	SCORE
5. Typical behavior when content is not understood:					
Drops out/engages in irrelevant activity	Facial cues indicate lack of understanding	Looks to another student for assistance	Asks for assistance from teacher	Indicates specific content not understood	
6. Typical response behavior:					
Student is disengaged	Does not respond when called on	Answers when called on but response is not related to topic	Answers when called on with response on topic	Volunteers response/comment and is on topic	
7. Student's response and comments in lecture/teacher directed activities: Example:					
None made	Not related to the topic	Incorrect but related to the topic	Correct and related to the topic	Enriching to the discussion	
8. Student's participation in group discussion and cooperative learning: Describe context:					
Student is disengaged.	Attentive initially; gives up	Attentive; participation not productive	Attentive; comments appropriately some of the time	Participates constructively	
9. Attends and processes chain of communication:					
Does not acknowledge speaker	Aware of multiple speakers in chain of communication	Follows chain of communication understanding 50% of information or less	Follows chain of communication understanding 75% of information or more	Follows chain of communication understanding 90% of information or more	
10. Independently initiates communication interaction within the classroom or self-initiates a comment:					
Does not initiate	Initiates inappropriately	Initiates appropriately 50-70% of the time	Initiates appropriately 70-90% of the time	Initiates appropriately 90% of the time or more	
11. Academic Performance (reading, writing, math):					
More than 3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	2 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	Within 1 year of grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	At or above grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	
12. Language Skills:					
More than 3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	2 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	Within 1 year of age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	At or above age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	
13. Self-Advocacy Skills:					
Does not know <i>when</i> information is misunderstood, does not know <i>how</i> to ask for assistance	Does not usually know <i>when</i> information is misunderstood; knows <i>how</i> to ask for assistance but manner is not appropriate	Does not usually know <i>when</i> information is misunderstood, but knows <i>how</i> to ask for assistance appropriately when needed	Most of the time recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition	Consistently recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition	
Subtotal:					
Divided by 13:					
Checklist Average Score					