



IE+ Training Course: Chapter III

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1. Introduction

In Chapter I we have seen the different documents (those that are legally-binding and those which are not) concerning inclusive education (IE). The main conclusion derived from Chapter I is that talking about IE means to talk about a right recognized for students with intellectual disability (ID) since the *United Nation's Convention on the Rights of Persons with Disabilities* (UNCRPD) was passed (United Nations, 2006 [1]). The UNCRPD designates its article 24 to the right to education, stating that States Party must ensure an inclusive education system at all levels and lifelong learning to ensure (United Nations, 2006 [1], p. 16):

- (a) The full development of human potential
- (b) The development by persons with disabilities to their fullest potential
- (c) The effective participation by persons with disabilities in a free society.

The UNCRPD's article 24 (United Nations, 2006 [1]) highlights that IE must go beyond learning basic curricular competences (e.g. literacy or numeracy), putting the focus also in the globality of the student and providing students with disabilities with opportunities to reach their fullest development, and participate in their communities. Without this, it will not be possible to develop democratic societies. Reasonable accommodations and personalized supports are key tools to guarantee article 24 (Amor, Verdugo, Calvo, Navas, & Aguayo, 2018 [72]).

Chapter II, for its part, offers a framework from which to understand the personalized supports (and support needs) of students with ID to advance their inclusion. Such framework is the so-called 'supports paradigm' (Schalock et al., 2010 [42]). From the supports paradigm, ID is understood as a state of functioning characterized by a mismatch between the competencies of the student with ID and the environmental demands, defined by the contexts of participation and the activities to develop in such contexts. Applied to education, the supports paradigm considers students with ID as learners who experience ongoing mismatches between their competencies and the environmental demands posed by educational contexts and activities (i.e. learning or participation and social interactions in transition between activities and in the community). The key, from this paradigm, is to offer students with ID with the personalized supports they require to participate successfully in such activities and contexts on an equal foot with their peers without disabilities. In this sense, the goal of the provision of supports is to maximize the '*student x environment*' fit, and not to rehabilitate the student.



Both chapters address the same critical point: IE must put the focus not only in the academic achievement, and, beyond access, participation, and learning, it must ensure the development of students with disabilities to their fullest potential. Chapter I refers to this point when highlighting the goals of article 24, while Chapter II describes a framework to understand and support students with ID. However, there is still a question that needs to be answered: How can we know if we are advancing or not in the path towards IE? In other words, which elements do we have to investigate to assess whether we are really moving towards the inclusion of students with ID? To answer such question, the goal of Chapter III is to offer a conceptual framework and resources that may help schools and high schools to assess the extent to which they are advancing towards the inclusion of their students with ID.

Highlights of section 1

- The UNCRPD states that States Party must ensure access, participation, learning, and development of students with disabilities to their fullest potential
- The supports paradigm helps in this task and provides an understanding of students with ID and the way to support them in the path towards IE
- There is still a question to answer: How to know if we are advancing towards IE?
- The goal of chapter III is to provide a framework and resources to help schools and high schools to gather evidence on their advances in the inclusion of students with ID.

2. Why to monitor inclusive education?

‘Within educational systems, only what is measured will be done’ (Echeita & Ainscow, 2011 [73], p. 35). This statement can help to understand the need to assess and monitor IE. The question is that IE is not only a right, it also implies adopting a commitment to action within the general education process. In other words, IE brings into action a set of values that are reflected in the way that each school conceives their students with ID and offers them opportunities to enhance their access, participation, learning, and development. Therefore, given that IE is a ongoing process aimed at specific goals, it is necessary to gather evidences continuously about the extent to which actions implemented are making the school advance successfully towards the aforementioned IE goals (Capó, Pla, & Capó, 2011 [74]). In addition, IE monitoring is important given two reasons that help us to understand better the statement with which we started this section:

1. **Motivation:** monitoring highlights the responsibilities of the different members of the educational community: Policy makers, special education teachers, general teachers, paraprofessionals, family members... motivating them to action



2. **Effective feedback:** monitoring allows early identification of problems and barriers in the implementation of IE. This is essential to adopt measures that transform these barriers into facilitators and drivers of change.

Before moving on to understand ‘how to monitor IE’ and offer a conceptual framework and exemplary indicators in this task, it is necessary to clarify what we mean when we say that IE must be assessed/monitored. The assessment of IE does not have to be understood as an ‘all or nothing’, or in terms of success-failure. IE is a process and, therefore, has no end. For this reason, there will never be a school that can claim itself as fully inclusive, since reality changes and, what we are doing in a certain situation to include students, may not be effective in another (even if we are talking about two students with the same condition). Hence, inclusion and monitoring require us to work continuously. For this reason, IE evaluation must follow a formative and functional strategy. The formative or functional assessment is that in which the evidence gathered is used to learn from what we are doing right or wrong to act accordingly to improve our actions (Jiménez, Arias, Rodríguez, & Rodríguez, 2018 [75]). The formative assessment is, therefore, necessary to learn from ourselves to advance in the inclusion of students with ID. Figure 1 represents the sense of monitoring for the ongoing improvement of IE.

The next section addresses the question ‘how to monitor IE?’ In that section, we present a framework shared at international level to support evidence-gathering with two main purposes:

- a) to monitor, based on a collaborative reflection, the current situation of a given school regarding the inclusion of their diverse learners (e.g. to highlight barriers towards the inclusion of students with ID); and b) to develop improvement plans based on the evidence gathered in a).



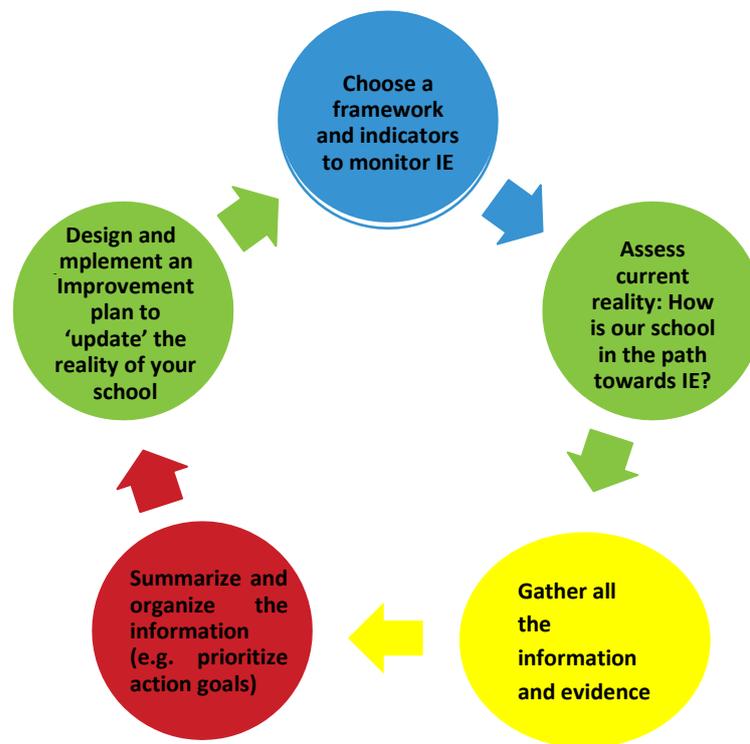


Figure 1. Monitoring inclusive education

Highlights of section 2

- To understand the monitoring of IE, it is necessary to understand IE as an ongoing process that brings into action a set of values in schools
- IE monitoring is necessary to motivate stakeholders and to implement improvement actions based on the information gathered (e.g. to overcome barriers)
- The goal of monitoring IE is to support decision-taking regarding its ongoing improvement

3. How to monitor inclusive education

Until now, we have seen the need to monitor IE and how to understand it. In this section we present a conceptual and applied framework that may help in this task.

2.1. *Starting point: In which aspects of educational reality should we pay attention to monitor inclusive education?*



Monitoring must respond to a planned strategy to be as efficient as possible. The starting point must be to define the variables that will be monitored: In which aspects do we have to put the focus in the assessment to know if we are making progress in IE?

Focusing the assessment of IE on the whole education system of a given country would not be very operational for improving IE. This is so because each school and its educational community are unique. Therefore, trying to monitor IE regarding the whole education system would not be sensitive to each reality. To be operational, IE monitoring must be focused at school level. According to Booth and Ainscow (2011 [76]), the essential elements that help us understand the extent to which a school walks towards IE are its educational cultures, policies, and practices. The ongoing reflection and evidence-gathering on these variables is what will put each school in front of the mirror of IE, allowing schools to organize the changes they have to face in their task of including students with ID. Before offering, as a resource, the proposal of Booth and Ainscow (2011 [76]) for monitoring cultures, policies, and practices, and for supporting decision-making, it is necessary to define each variable, as well as to understand their relationships.

Cultures refer to the values, beliefs, and principles shared in a school by its educational community (i.e. teachers, family, administration and services staff, and students). We could define cultures as the ‘glasses’ through which the life of the school is seen in general (Booth & Ainscow, 2011 [76]; Echeita, Fernández-Blázquez, Simón, & Martos, 2019 [77]). We talk about cultures and not about culture because in each school several cultures coexist, and they can be consistent or contradictory. Cultures are often reflected in institutional projects, such as educational projects or documents referring to the vision, mission, and values of the school (see Chapter V).

By school policies, we refer to the explicit and articulated planning of its norms, procedures or actions (usually in the form of plans or programs). Examples would be student admission policies, policies related to the participation of educational community or the curriculum policy. Policies have their foundation in school cultures, and they may or may not be consistent with such cultures. For example, it is not uncommon to find schools that are explicitly defined as inclusive and democratic, but they follow authoritarian decision-making processes in relation to certain students (e.g. those with ID) (Booth & Ainscow, 2011 [76]; Echeita et al., 2019 [77]).

Last, practices refer to the actions that are carried out on a daily basis by teachers (and other professionals), both in the classroom (e.g. ways of teaching and evaluation, use of teaching materials, etc.) and in other spaces or in complementary or extracurricular activities. Practices need policies that support them and, at the same time, practices are the way to embody the values and principles of school cultures (Booth & Ainscow, 2011 [76]; Echeita et al., 2019 [77]). Figure 2 represents the relationship existing between these three relevant variables for monitoring IE:



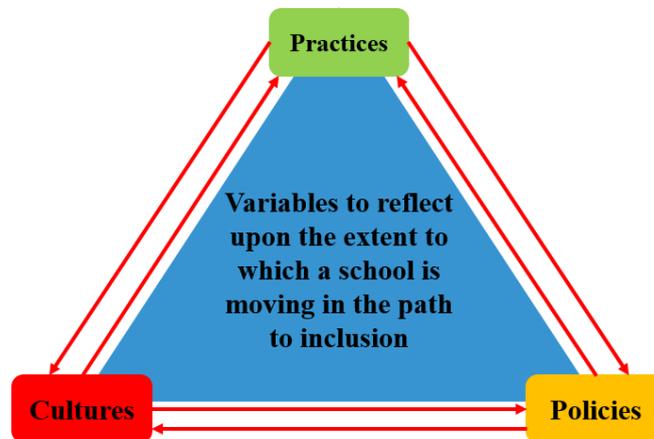


Figure 2. Relationship between key variables in monitoring inclusive education

From the perspective of these authors, developed in the *'Index for Inclusion: Developing Learning and Participation in Schools'* (Booth & Ainscow, 2011 [76]), for a school to successfully move towards inclusion, it must align inclusive cultures, policies, and practices. The point is, 'how to move towards inclusive cultures, policies, and practices?' To answer this question, we must split it into two specific questions that we will address below: a) How to monitor school cultures, policies, and practices?; and b) What to do with the evidence obtained through monitoring to support decision-making and advance towards inclusive cultures, policies, and practices?

3.2 *The Index for Inclusion (Booth & Ainscow, 2011): monitoring cultures, policies, and practices, and using the information for ongoing improvement*

The *Index for Inclusion* (Booth & Ainscow, 2011 [76]) offers a set of resources and guidelines for action for those schools that are interested in advancing the inclusion of all students. Once we have defined cultures, policies, and practices, now it is time to address the process of school improvement proposed by the *Index for Inclusion* for including diverse learners (as those with ID). It is in this ongoing improvement process in which we have to understand the indicators to monitor the variables aforementioned (i.e. cultures, policies, and practices). To access the *Index for Inclusion*² for a better understanding of its conceptual framework and materials, please visit the following URL: <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>.

The improvement plan that incorporates the *Index for Inclusion* (Booth & Ainscow, 2011 [76]) begins at the moment when each school considers how to better include their diverse learners. This is the first step towards IE: The explicit recognition of the need to improve as a school to respond to diversity. This improvement plan, therefore, is based on the formative self-



assessment of each school to advance in the path to inclusion. The following figure shows the improvement process (described subsequently) that the *Index for Inclusion* facilitates:

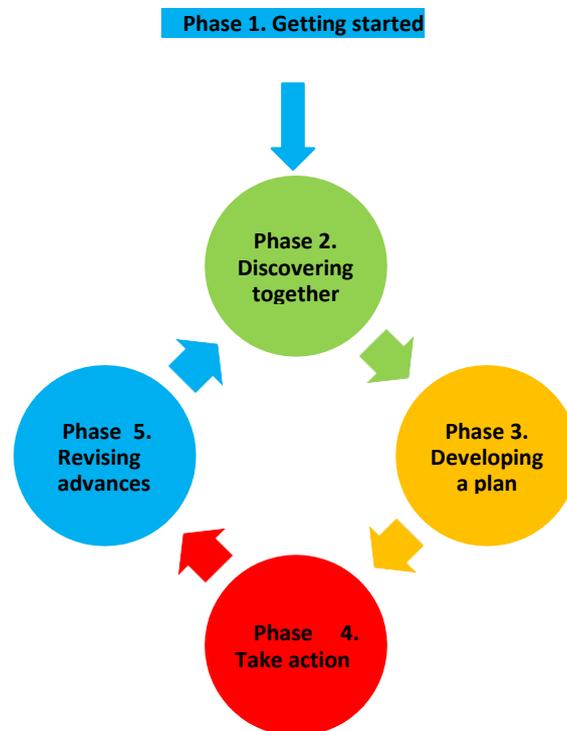


Figure 3. Using the *Index for Inclusion* for monitoring and improvement

In the **Phase 1**, the members of the educational community (not necessarily teachers) propose the need to improve in the level of inclusion of their school. In this phase it is necessary to create a ‘planning team’ that represents the main actors (stakeholders) of the educational community. In addition, it is necessary to include what Booth and Ainscow (2011 [76]) call a ‘critical friend’. This person is usually someone from outside the school who has experience in using the *Index for inclusion*. The critical friend can facilitate access to the materials, help to understand the essential concepts of the tool (e.g. inclusive school values, concepts of inclusion/exclusion, barriers to learning and participation), support the planning team for a better understanding of the evidences they are gathering through their reflections, and help things change.

Although Phase 1 represents the beginning of the implementation of the *Index for Inclusion* (Booth & Ainscow, 2011 [76]), is in this Phase when we should start to gather evidence about the processes carried out by our school to include students with ID. To this end, the *Index for Inclusion* collects a set of indicators and questions to monitor and gather evidence on the extent to which cultures, policies, and practices present barriers to learning and participation of diverse students. For each variable (i.e. cultures, policies, and practices), the *Index for Inclusion* establishes two essential domains, which are specified through indicators that are developed in operational questions to guide the shared reflection of the planning team on the



own cultures, policies, and practices. Since the indicators and questions are very exhaustive, it is essential that the planning team starts with a first contact to understand the indicators and questions. This is necessary to gain an understanding of the materials and to avoid falling into discouragement: Not all indicators must be used and each planning team can decide where to start.

As soon as the planning team has become familiar with the basic concepts and materials, it is necessary to begin exploring the school’s priorities to improve the inclusion of students with ID. Indicators and questions can guide and help in this task. Tables 1-3 collect the domains, indicators, and exemplary questions for monitoring cultures, policies, and practices that help in the task to identify barriers to learning and participation.

Table 1

Domains, indicators and exemplary questions for cultures

Domain	Indicator	Exemplary question (number of questions by indicator)
(A.1) Building community	(A.1.1) Everyone is welcomed	Is the first contact that people have with the school welcoming? (21)
	(A.1.2) Staff co-operate	Do staff get on well together? (26)
	(A.1.3) Children help each other	Are supportive friendships actively fostered? (22)
	(A.1.4) Staff and children respect each other	Do staff view children as human beings like themselves rather than as lesser beings? (24)
	(A.1.5) Staff and parents/carers collaborate	Do staff feel that parents/carers appreciate what they do? (26)
	(A.1.6) Staff and governors work well together	Do governors reflect the composition of the school communities? (25)
	(A.1.7) The school is a model of democratic citizenship	Do all children have an opportunity to be involved in a School Council or Children’s Parliament? (12)
	(A.1.8) The school encourages an understanding of the interconnections between people around the world	Is the school linked to a school in an economically poor country? (19)
	(A.1.9) Adults and children are responsive to a variety of ways of being a gender	Do adults and children recognize that not everyone thinks of themselves as male or female? (19)
	(A.1.10) The school and local communities develop each other	Does a school newspaper highlight local people, events, and businesses? (22)
	(A.1.11) Staff link what happens in school to children lives at home	Are staff aware of the variety of children’s home cultures and family circumstances? (17)
(A.2) Establishing inclusive values	(A.2.1) The school develops shared inclusive values	Are values understood as revealed through actions rather than words? (23)
	(A.2.2) The school encourages respect for all human rights	Is it understood that rights commonly go unrecognized? (25)
	(A.2.3) The school encourages respect for the integrity of planet earth	Do adults and children consider how dependent they are on the well-being of the planet? (23)
	(A.2.4) Inclusion is viewed as increasing participation for all	Are excluding pressures recognized as always present and always needing to be counteracted? (19)
	(A.2.5) Expectations are high for all children	Do staff encourage a view that everyone has gifts and talents? (19)
	(A.2.6) Children are valued equally	Are children, staff and parents/carers with disabilities as welcomed into the school as those without impairments? (20)
	(A.2.7) The school counters all forms of discrimination	Do adults and children identify areas of discrimination which need to be addressed? (17)
	(A.2.8) The school promotes non-violent interactions and resolutions to disputes	Do adults model non-coercive interaction? (26)
	(A.2.9) The school encourages children and adults to feel good about themselves	Does the school help children and adults to scape the tyranny of ideas of normality? (23)
	(A.2.10) The school contributes to the health of children and adults	Are stress and anger seen to arise from the difficult circumstances of some children? (26)



Table 2
Domains, indicators and exemplary questions for policies

Domain	Indicator	Exemplary question (number of questions by indicator)
(B.1) Developing the school for all	(B.1.1) The school has a participatory development process	Do staff consider that change becomes development when it reflects desired values? (17)
	(B.1.2) The school has an inclusive approach to leadership	Is it understood that strong leaders can be collaborative rather than autocratic? (22)
	(B.1.3) Appointments and promotions are fair	Is there a strategy for removing barriers to the appointment of staff with disabilities? (21)
	(B.1.4) Staff expertise is known and used	Are staff genuinely interested in each other's knowledge and expertise? (19)
	(B.1.5) All new staff are helped to settle into the school	Are all new staff formally welcomed by governor and parent representatives? (20)
	(B.1.6) The school seeks to admit all children from its locality	Is there an increase in the diversity of children from the locality included in the school? (20)
	(B.1.7) All new children are helped to settle into the school	Is it recognized that some children may find it more difficult to feel at home than others? (22)
	(B.1.8) Teaching and learning groups are arranged fairly to support all children's learning	Do staff establish opportunities for children to learn from, and teach, each other in diverse groups? (18)
	(B.1.9) Children are well prepared for moving on to other settings	Is there co-ordination of support for children moving between schools? (23)
	(B.1.10) The school is made physically accessible to all people	Is disability access audited each year in order to make improvements to the building improvement plan? (17)
	(B.1.11) The buildings and grounds are developed to support the participation of all	Is the staffroom a welcoming space for all staff? (20)
	(B.1.12.) The school reduces its carbon footprint and use of water	Is the carbon footprint of the school understood as its annual greenhouse gas emission? (24)
	(B.1.13.) The school contributes to the reduction of waste	Do children learn about waste reduction through links with other schools? (26)
(B.2) Organising support for diversity	(B.2.1.) All forms of support are co-ordinated	Is support understood to involve the mobilizing of resources from within and outside the school? (19)
	(B.2.2.) Professional development activities help staff respond to diversity	Do professional development activities help staff to work with diverse groups? (20)
	(B.2.3.) Additional languages or dialects spoken in the country are a resource for the whole school	Are the home languages of children integrated into classroom activities and homework? (16)
	(B.2.4.) The school supports continuity in the education of children in public care	Does school avoid stereotyping children in public care as uniformly challenging? (18)
	(B.2.5.) The school ensures that policies about 'special educational needs' support inclusion	Does the co-ordinator of support work to increase the capacity of the school to respond to diversity in ways that value children equally? (22)
	(B.2.6.) The behavior policy is linked to learning and curriculum development	Does the code of conduct for the school apply to both adults and children? (18)
	(B.2.7.) Pressures for disciplinary exclusion are decreased	Does the school avoid creating pools of disaffection in devalued teaching groups? (20)
	(B.2.8.) Barriers to attendance are reduced	Do staff investigate why children are regularly late and offer appropriate support? (21)
	(B.2.9.) Bullying is minimized	Are clear records kept about bullying incidents? (23)



Table 3
Domains, indicators and exemplary questions for practices

Domain	Indicator	Exemplary question (number of questions by indicator)
(C.1) Constructing curricula for all	(C.1.1) Children explore cycles of food production and consumption	Is the school linked to a local farm? (99)
	(C.1.2) Children investigate the importance of water	Is the school involved in the conservation of local rivers and waterways? (57)
	(C.1.3) Children study clothing and decoration of the body	Do children learn about the spread of clothing styles from one country to another? (44)
	(C.1.4) Children find out about housing and the built environment	Do children consider how and why cities have grown? (51)
	(C.1.5) Children consider how and why people move around their locality and the world	Do children consider what makes a place good to live and stay in? (50)
	(C.1.6) Children learn about health and relationships	Do children consider what they mean by being healthy? (75)
	(C.1.7) Children investigate the earth, the solar system and the universe	Do children photograph, paint or draw those details of their local environment they like and dislike and comment on their choices? (102)
	(C.1.8) Children study life on earth	Does school have a pond for studying pond creatures and water plants? (110)
	(C.1.9) Children investigate sources of energy	Do children understand the way plants convert energy from the sun into food and fuel? (66)
	(C.1.10) Children learn about communication and communication technology	Are children helped to become fluent speakers, readers and writers or fluent singers of their first language? (42)
	(C.1.11) Children engage with, and create, literature, arts, and music	Is the repertoire of songs linked to the ones children bring with them from previous schools? (64)
	(C.1.12) Children learn about work and link it to the development of their interests	Do children learn to distinguish between unemployment, inactivity and not being in paid employment? (46)
	(C.1.13) Children learn about ethics, power and government	Do children consider how borders are disputed? (68)
(C.2) Orchestrating learning	(C.2.1) Learning activities are planned with all children in mind	Do activities extend the learning of all children? (19)
	(C.2.2) Learning activities encourage the participation of all children	Do lessons involve children emotionally? (23)
	(C.2.3) Children are encouraged to be confident critical thinkers	Do children learn about the pressures on them to think and act in particular ways? (24)
	(C.2.4) Children are actively involved in their own learning	Are children encouraged to ask challenging questions to which no-one has an immediate answer? (23)
	(C.2.5) Children learn from each other	Do children see helping each other as routine? (25)
	(C.2.6) Lessons develop an understanding of similarities and differences between people	Do materials used in lessons represent human diversity? (20)
	(C.2.7) Assessments encourage the achievements of all children	Do assessments of children lead to modifications in learning activities? (24)
	(C.2.8) Discipline is based on mutual respect	Do children help teachers to create an atmosphere that supports learning? (21)
	(C.2.9) Staff plan, teach and review together	Is mutual observation followed by shared reflection used to improve teaching and learning? (20)
	(C.2.10) Staff develop shared resources to support learning	Does the school website link the school with other schools locally/nationally and in other countries? (20)
	(C.2.11) Teaching assistants support the learning and participation for all children	Do teaching assistants demonstrate that they too are learners with a range of interests? (20)
	(C.2.12) Homework is set so that it contributes to every child's learning	Does homework encourage children to collaborate? (22)
	(C.2.13) Activities outside the school lessons involve all children	Are all children given opportunities to take part in activities outside the school? (17)
	(C.2.14) Resources in the locality of the school are known and used	Do members of local communities contribute to teaching in school? (7)

Note. Apart from the indicators and questions, the *Index for Inclusion* offers questionnaires to assess the extent to which students feel welcomed in the school. To access the *Index for Inclusion*, its resources and guidelines, please visit the following link:

<http://prsinstitute.org/downloads/related/education/IndexforInclusion.pdf>



The use of the indicators and questions is essential to build and feed the improvement plan: They allow to know the real needs of the school on which it will be necessary to start working for including students with ID. In the specification of the improvement plan, it is essential to investigate the feelings of all the planning team members, as well as to make explicit their beliefs and views, so that everyone gets involved with the improvement plan. This is a process of **discovering together** (Phase 2), in which it is important to check everybody's understanding about the materials, the indicators, and the improvement plan to be developed. Once the **plan is explicitly elaborated** (Phase 3), specifying priorities in short-, medium-, and long-term goals is essential to **translate the plan into actions** (Phase 4) and to facilitate the maintenance of the agreed actions. As a continuous process, it is essential to **review the progress being made in the goals** (Phase 5), reinforcing the progress of the school, reflection the processes taken and readjusting the priorities by defining new goals (it will be necessary to move the focus from one indicator to another). In short, the indicators are useful to monitor and guide the reflections of the planning team, and help in the task of defining goals (based on the needs or barriers detected) to enhance the inclusion opportunities of all the students in the school through the improvement of school's cultures, policies, and practices.

In this section we have presented the *Index for Inclusion* (Booth & Ainscow, 2011 [76]) as a resource that incorporates materials and guides for action that allow, on the one hand, to monitor the school's cultures, policies, and practices regarding the inclusion of diverse learners (as those with ID) and, on the other hand, based on the evidence gathered, it allows to take action based on the needs detected. Instruments like this one are essential to support decision-making aimed at improving access, participation, and learning of students with ID. However, monitoring the other essential goal in the IE of students with ID (i.e. their development to their fullest potential), requires adopting complementary approaches as the one presented in the following section.

Highlights of section 3

- To monitor IE, it is necessary to clarify a framework that identifies the key variables to put the focus on to gain an understanding of where we are regarding the inclusion of the targeted students
- The Index for Inclusion provides such a framework. It allows for identifying key variables to reflect upon and specific indicators to guide planning teams in the improvement of the inclusion of diverse learners
- Nevertheless, approaches like the latter put the focus mainly on the processes that schools follow towards the access, participation, and learning of their students, thus being necessary to adopt complementary approaches that focus on the outcomes we need to enhance in students through these processes to enhance their full development



4. What about the students? Monitoring personal outcomes: Quality of Life framework and resources

Perspectives such as those included in the *Index for Inclusion* (Booth & Ainscow, 2011 [76]) put the emphasis on monitoring and supporting access, participation, and learning for all students. Although these perspectives also focus on the maximum development of students' competencies and the exercise of their self-determination (Echeita et al., 2019 [77]), it is necessary to advocate for the adoption of complementary approaches that help to bring the focus of education on fostering the development of students with ID to their fullest potential from a global perspective, as the UNCRPD suggests (United Nations, 2006 [1]).

One perspective that is gaining weight in this regard is the Quality of Life (QoL) Model developed by Schalock and Verdugo (2002 [78]). This model defines QoL as a state of personal well-being that: (a) incorporates objective and subjective elements; (b) is influenced by personal and environmental factors (and by the interactions between them); and c) considers eight domains in the student's life: Personal Development, Emotional Well-being, Interpersonal Relations, Physical Well-being, Material Well-being, Self-determination, Social Inclusion, and Rights. Talking about QoL in education means to put the focus on the student and global domains that make up his/her life (going beyond academic achievement), from which to understand his/her aspirations and needs to define programs and planning supports aimed at improving his/her personal outcomes in each one of the domains (Verdugo, 2009 [79]).

In addition to this view of education, the model offers a monitoring and measurement framework that has been consistently validated by research (Pazey, Schalock, Schaller, & Burkett, 2016 [80]). Each domain is developed in observable and measurable indicators that collect behaviors, conditions, and perceptions. These indicators are sensitive to the goals contained in the articles of the UNCRPD (Verdugo, Navas, Gómez, & Schalock, 2012 [81]). With regard to article 24, various authors suggest relationships between its goals and the QoL domains (Amor, Fernández, Verdugo, Aza, & Schalock, in press [82]; Turnbull, Turnbull, Wehmeyer, & Park, 2003 [83]). The 'Rights' domain is related to the goal of 'access'; 'Social Inclusion' and 'Interpersonal Relations' domains are related to the goal of 'Participation'; 'Self-determination' and 'Personal Development' domains are related to 'learning'; and 'Emotional Well-being', 'Physical Well-being', 'Material Well-being', 'Self-Determination', and 'Personal Development' domains are connected with the 'development of students with disabilities to their fullest potential'. On the other hand, Emotional and Physical Well-being, and Personal Development are transversal domains that contribute to all the four goals. Table 4 shows the QoL domains along with their core indicators:



Table 4
Quality of Life Domains and their core indicators

QoL Domain	Description	Core indicators
<i>Personal Development</i>	Having the possibility of learning different things, accessing knowledge and having the possibility of self-realization	Education opportunities, skills, achievement, personal competence, useful activity, promotion
<i>Self-Determination</i>	Being able to self-decide and having the opportunities to choose that things that one considers relevant, choosing one's life, employment, leisure time, living, and the people to be with	Autonomy, elections, decisions, personal control, self-direction, personal achievement, and values
<i>Interpersonal Relations</i>	Having relations with different people, having Friends and getting on well with others	Intimacy, affection, family relationships, interactions, friendships, supports
<i>Social Inclusion</i>	Going to different places in the city or neighborhood where other people go and participating in different activities with other people	Acceptance, status, support, work environment, community integration and participation, roles, volunteering, residential environment
<i>Rights</i>	Being considered and treated equally with other people and being respected	Privacy, votes, access, property, civic responsibilities
<i>Emotional Wellbeing</i>	Feeling safe, without worries, relaxed	Security, spirituality, happiness, absence of stress, self-concept, satisfaction with life
<i>Physical Wellbeing</i>	Being healthy, feeling fit, having good eating habits	Health, food, recreation, mobility, health care, health insurance, activities of daily living, leisure time and activities
<i>Material Wellbeing</i>	Having enough money to buy whatever one needs and/or wants, having a proper household or workplace	Possessions, property, income, security, housing conditions, food, employment, socioeconomic status

How can the QoL model help to monitor IE? The QoL model (Schalock & Verdugo, 2002 [78]) offers a framework to gather evidence and/or encourage reflection on students' personal outcomes in the eight QoL domains which, as explained, are sensitive to the goals of article 24 of the UNCRPD (United Nations, 2006 [1]). This framework allows enriching the reflection-based monitoring of IE, complementing the one presented regarding the Index for Inclusion (Booth & Ainscow, 2011 [76]). The QoL model, instead of putting the focus of reflection on the current processes mobilized by the school through its cultures, policies, and practices (see 3.2), focuses on the personal outcomes that these processes are achieving (or that, at least, should be considered) in students with ID. Following a formative assessment, the evidence gathered through this reflection should be used to support decision-making for an ongoing improvement of schools' cultures, policies, and practices. In this case, with the end in mind of updating school's cultures, policies, and practices bearing in mind the needs and aspirations of students with ID in critical domains of their lives which are linked to IE goals (Amor et al., in press [82]).

Monitoring using the QoL indicators can follow a quantitative or a qualitative perspective. Both approaches serve the purposes outlined above, although it is necessary to know what they imply in order to know which one to use. The most desirable would be to follow a quantitative approach. The quantitative approach, also called psychometric approach, requires designing, developing, and validating specific instruments aimed at the measurement of personal outcomes in a targeted population (students with ID in our case). Through this approach it is



possible to develop standardized QoL assessment instruments (see, e.g. Gómez et al., 2016 [84]) with evidences of validity (i.e. certainty that the instrument measures QoL and not another thing) and reliability (i.e. accurateness). Through these types of instruments, it is possible to evaluate the real impact that cultures, policies, and practices have on the life outcomes of students with ID, and use these evidences to improve cultures, policies, and practices in a given school, or to make comparisons of schools regarding these variables. However, to use this approach, it is necessary to comply with a series of requisites. The most important is that the validation of the indicators to measure personal outcomes only has sense for a given targeted population of a certain context. In other words, to work with this approach in this project, it would be necessary that each partner defines and validates its own QoL indicators, since items that reflect personal outcomes of students with ID in Spain, for example, may be different from those in Belgium, Bulgaria, Greece, or Portugal. Although this approach is not useful for this project, if you are interested in how to design, build, and validate a standardized measure of personal outcomes for students with ID, do not hesitate to consult directly with the authors of this chapter.

An alternative is the qualitative approach. From this approach, it is possible to develop items as a way of specifying the indicators of the QoL domains. These items can be used to delimit key areas from which to support reflection on the school's cultures, policies, and practices, in the same way as is done in the *Index for Inclusion* (Booth & Ainscow, 2011 [76]). In this case, the items bring into the monitoring process the identification of the barriers that the school's current cultures, policies, and practices have in enhancing students' personal outcomes. This is the approach we will follow in this project. As a resource accompanying this Chapter and to help implement this perspective in practice, we offer three 'Quality of Life Index-Inclusive Education', one for each one of the three educational stages that cover the range of age of this project (from 3 to 18 years old): a) *Quality of Life Index-Inclusive Education: Preschool version* (3–6 years); *Quality of Life Index-Inclusive Education: Primary education version* (7–12 years); and c) *Quality of Life Index-Inclusive Education: Secondary education version* (13–18 years).

The goal of these indexes is to clearly define items to guide reflections on personal outcomes relevant for the development of students with ID to their fullest potential in the eight QoL domains. Through these reflections, each school can, on the one hand, identify the barriers that its current cultures, policies, and practices, have towards enhancing critical outcomes in their students with ID; and, on the other hand, use this information for an ongoing improvement of their cultures, policies, and practices. Each Index includes a set of guidelines on how to use the indicators for reflection purposes, and how to develop and implement improvement plans (i.e. they include not only guidelines for monitoring but also for using the evidence gathered).



Highlights of section 4

- QoL framework offers a conceptual view of education focused in the globality of the student. It also provides a measurement framework to understand the needs and aspirations of students with ID from which to support the development of schools' practices, cultures and policies focused on students' fullest development
- Monitoring IE through QoL can be done from a quantitative and a qualitative approach. Regarding this project, the qualitative approach is the best option. Both approaches support monitoring putting the focus on the fullest development of students
- Accompanying this chapter, we have developed three Quality of Life Index-Inclusive Education to help implement this qualitative approach for monitoring and improvement processes

5. Conclusions

In this chapter we have offered a conceptual basis to understand the need to monitor IE, as well as the way in which this monitoring as to be understood to support the implementation of IE. In addition, we have offered a monitoring framework such as the Index for Inclusion (Booth & Ainscow, 2011 [76]) that makes it possible to support the continuous improvement of access, participation, and learning for all students. Additionally, and complementary to the previous one, we have offered the conceptual and measurement framework of the QoL model (Schalock & Verdugo, 2002 [78]) to support monitoring processes with a reflection on the key areas in the student's life that schools should consider to enhance the development of their students with ID to their fullest potential. To help schools implement the QoL approach, we have developed three Indexes that bring into the practice the reflection processes discussed in this chapter with the focus on improving student's outcomes.

6. Summary

It is necessary to monitor IE to advance its implementation. This monitoring must be based on a formative and summative assessment: Evidence-gathering process has to pursue the goal of ongoing learning and improvement of the educational praxis itself if we want to include students with ID.

The *Index for Inclusion* (Booth & Ainscow, 2011 [76]) offers a framework from which to plan monitoring processes that address the detection of barriers to learning and participation in school's cultures, policies, and practices. This monitoring process, specified through domains, indicators, and questions, is oriented to the shared reflection of the current processes put in



place in a given school with the goal to propose an improvement plan that acts systematically at these three levels.

One way to enrich these processes of reflection and improvement, is through items that help to consider student's personal outcomes in key areas that are sensitive to the goals of IE stated on the UNCRPD's article 24 (United Nations, 2006 [1]). The QoL framework (Schalock & Verdugo, 2002 [78]) helps to this, enriching both the monitoring and improvement processes proposed by the Index for Inclusion (Booth & Ainscow, 2011 [76]), by including all the areas relevant for the full development of the student. Accompanying this chapter, three annexes are offered to help implement this proposal in practice.



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