SUGGESTED READINGS:


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

TEST YOUR SCHOOL'S IQ: INTEGRATION QUOTIENT

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.

**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 institutional day does your son/daughter spend with students who are not disabled?

(specify amount of time)

4. Does your son/daughter participate in activities with students who are not disabled.
Check those that apply:
- lunch
- library/media center
- free time
- assemblies/programs
- regular classes (art, music, physical education, electives)
- vocational education
- other

5. Does your son/daughter receive support in settings with students who are not disabled?
Check those that apply:
- modified curriculum
- peer/buddy support
- adaptive equipment
- support staff
- augmented/communication devices
- testing accommodations
- interpreter
- other

**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.