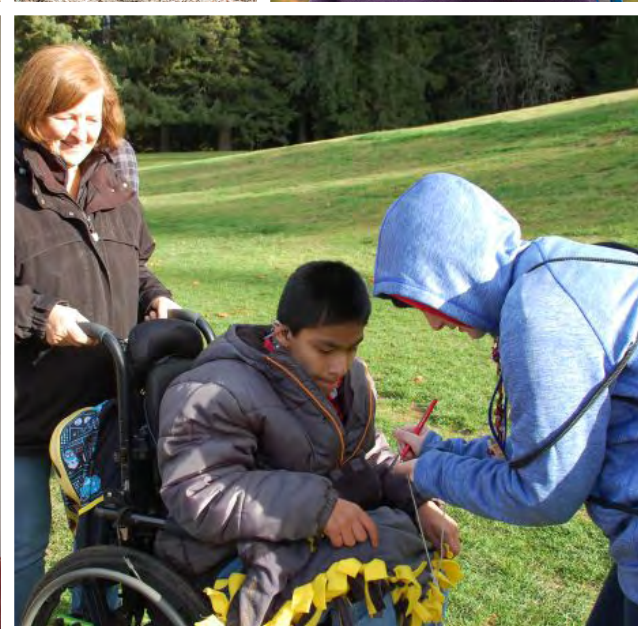




Oregon Outdoor School

Special Education and Accessibility Self-Evaluation Tool

OSU Extension Service
Version 1.0

outdoorschool.oregonstate.edu



Oregon State
University

OVERVIEW

Introduction

Students with exceptional needs have a right to attend outdoor school. Within the special education community, the term “exceptional needs” describes students with learning difficulties, physical or sensory impairments, and/or behavior needs who require specialized services, modifications, and/or physical accommodations to their education in order to help them learn and engage in school.¹ Depending on an individual students’ needs, their outdoor school experience may look different than the experience of their peers. For those students who receive special education or have a Section 504 Plan, their school district team should make decisions about accommodations, modifications and placement. Inclusive outdoor school programs:

- Create environments where everyone can feel welcome, safe, respected, and free to participate in all aspects of outdoor school as their authentic, whole self².
- Foster positive experiences for all students by exposing and eliminating institutional policies and structures that uphold systems of inaccessibility, power, and privilege.
- May be individualized to meet the needs of each unique student in Oregon.
- Collaborate with school district Special Education and Section 504 Teams in order to develop and implement inclusive programming.

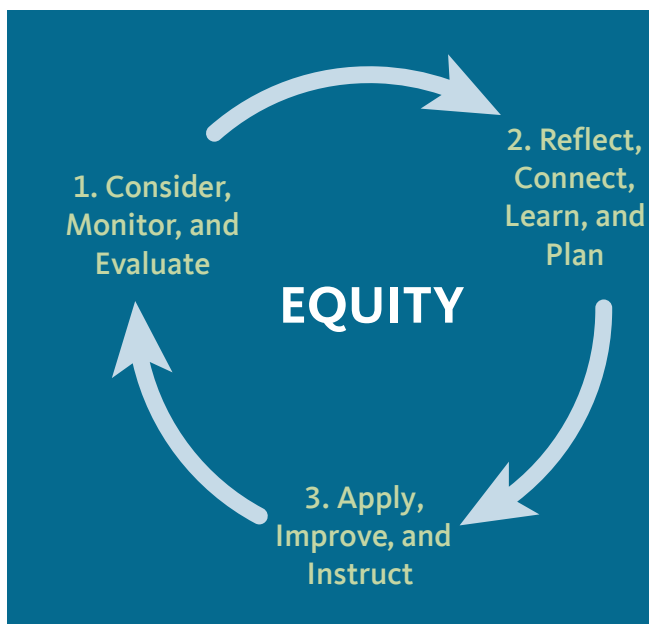
* indicates definitions found in the glossary of terms

Purpose of This Self-Evaluation Tool

This self-evaluation tool is designed to support outdoor school programs in becoming more inclusive and accessible, specifically for students with exceptional needs. The tool is intended to promote reflection and discussion among team members and move us toward our shared goal: every student in Oregon has a transformative outdoor school experience - one that is inclusive*, meaningful and high quality. The tool is not designed to “grade” a program or calculate a program “score,” nor is it intended to standardize the outdoor school experience or shame organizations. The Oregon State University Extension Service Outdoor School program is committed to supporting programs and communities in the ongoing process of growth and will not use this self-evaluation tool in a punitive fashion.

How to Use This Tool

This self-evaluation tool is designed for organizational self-evaluation, reflection and subsequent planning. The tool is arranged into three themes (Collaboration and Compliance (Inclusive Practices), Facility and Program (Inclusive Practices), and Teaching and Learning (Inclusive Practices)). Within each theme, there are three to four characteristics that describe aspects of the theme. Outdoor school program staff (and other stakeholders, as appropriate) qualify these characteristics as absent, emerging, or highly effective in their program. This evaluation process supports outdoor school programs and school staff and the community to co-develop improvement goals for high-quality, accessible and inclusive programming. All outdoor school programs should expect to have areas of growth. The Oregon State University Extension Service Outdoor School program will not require you to share your results but can offer professional development and in-depth consultation services in areas of self-identified need.



The Evaluation Cycle

The evaluation cycle is an iterative process of using evaluation to inform program planning and improvement. In this cycle, the purpose of evaluation is to guide program growth, not to “grade” a program. The Special Education and Accessibility Self-Evaluation Tool is designed to support you in moving through this evaluation cycle. You and your team will consider, monitor, and evaluate your program (phase 1 in the evaluation cycle) by qualifying characteristics as absent, emerging, or highly effective in your program (pages 6-16). Then, the Report, Reflection, and Improvement Plan (pages 17-18) offers space for reflecting on the evaluation and developing a plan for moving forward (phase 2 in the evaluation cycle). You and your team can then work to implement this plan (phase 3 in the evaluation cycle). As you evaluate your program again in light of the changes you have implemented, you are returning to the first phase of the cycle.

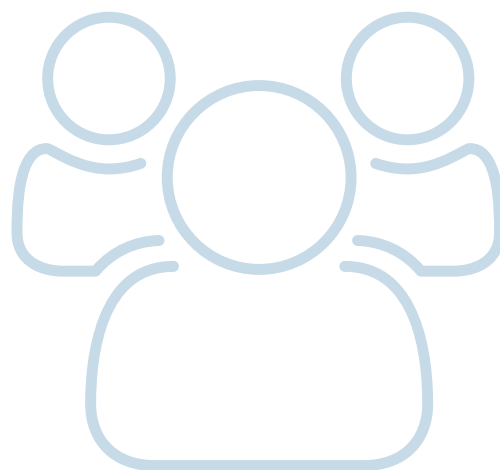
¹ Heward, W. L. (2012). *Exceptional Children: An Introduction to Special Education*, ed. 10. New York, Pearson.

² Outdoor School Statement on Equity, Diversity and Inclusion <https://outdoorschool.oregonstate.edu/equity-diversity-and-inclusion/>



Five Steps for Conducting a Special Education and Accessibility Self-Evaluation

- 1.** Gather team members representing a variety of roles. Must include organizational leadership and operational staff, and may include community members, caregivers, students and appropriate school district representatives.
ASK: What are the community agreements³? How do we attend to power dynamics? Are the perspectives of exceptional students centered and represented in this team?
- 2.** For each individual involved in this process, consider their current level of understanding relative to access and inclusion of exceptional students in outdoor school. We recommend reading the *Special Education and Outdoor School Team Guidance* document and watching the *Introduction to K-12 Special Education and Outdoor School* video (see Tips).
You might also take the Harvard Implicit Bias test on “Disability” (<https://implicit.harvard.edu/implicit/takeatest.html>).
ASK: Does each individual have the willingness or desire to respectfully and honestly engage with considerations of access and inclusion of exceptional students?
- 3.** As a team read the “characteristic” definition in each of the three themes (e.g., Collaboration and Compliance (Inclusive Practices)). Discuss and take notes that include specific examples relative to your organization in the “evidence” section.
ASK: How might we build off our strengths to better support exceptional students at outdoor school?
- 4.** Hold a team meeting to reflect on all characteristics in the tool. Share notes and discuss why characteristics were qualified as absent, emerging, or highly effective.
ASK: How might this information affect our schools, students, facilities and communities?
- 5.** Use the Special Education and Accessibility Report, Reflection and Improvement Plan (pages 17-18) to evaluate and reflect. Celebrate what you are doing well and develop an Improvement Plan that builds on strengths and targets characteristics for improvement.
ASK: Does our program need support or training on specific characteristics? If yes, contact: outdoorschool@oregonstate.edu



³ National Equity Project



Tips for Using the Self-Evaluation Tool

Read the *Special Education and Outdoor School Team Guidance* document and/or watch the *Introduction to K-12 Special Education and Outdoor School* video before using the Special Education and Accessibility Self-Evaluation Tool.

- The [*Special Education and Outdoor School Team Guidance*](#) document provides an overview of information that district special education teams may find helpful when planning modifications and accommodations for students with exceptional needs to attend outdoor school. Outdoor school providers may find this document useful as well, because it provides an overview of how special education teams might interact with outdoor school providers.
- The [*K-12 Special Education and Outdoor School*](#) video provides an overview of how special education operates in K-12 public education and describes what this means for outdoor school. A basic understanding of special education (as described in the video) is a prerequisite for fully understanding the Special Education and Accessibility Self-Evaluation Tool.

Attend to power dynamics within your team

- After gathering your team, discuss how the process of using the tool can be structured to support honest, engaged conversation. For example, will staff members be less likely to critically (but honestly) evaluate the program if program leadership is in the room?

Use the glossary and resource page

- This tool is accompanied by a [glossary of terms](#) and [resource page](#) which may help you further understand each characteristic. Within the self-evaluation tool itself, words in the glossary are marked with an asterisk (*).

Focus on the goal of this work, not on using the tool “correctly”

- The overall goal of this work is to ensure that students with exceptional needs are placed and supported equitably.
- If you find yourself questioning whether you are using the tool “correctly,” pause and reflect:
 - Is focusing on the mechanics of the tool a way to avoid the hard work of honest self-evaluation? If so, recenter your attention on the goal of the work.
 - Are you using the tool to honestly reflect on and discuss if your program is accessible and inclusive? If yes, the work you are doing is in service of the overall goal.



Establish roles and set expectations for each team member

- For outdoor school providers unfamiliar with special education, the language and legislation associated with supporting students with exceptional needs may seem intimidating. While moving through the self-evaluation tool, it can be helpful to remember that the members of the district/school special education team are the experts on their students. Begin by connecting with the school district (e.g., special education team) to ensure that students' needs are met.
- Successful support of students with exceptional needs requires collaboration between multi-person teams (including outdoor school, district representatives, special educators and families). Communication and accountability are essential. As you are using the tool, you may identify characteristics that you believe fall outside of your role. In these instances, we encourage you to make a note and discuss this during the team reflection and discussion. If the person responsible for a certain task is not present, have a plan for ensuring that the person receives the appropriate information.

Embrace the subjective nature of using the self-evaluation tool

- Expect disagreement within a team about how to qualify a characteristic as “absent,” “emerging,” or “highly effective.” The conversations that emerge from these discrepancies are part of the work of becoming more accessible and inclusive, not a barrier to this work. The aim is for the program to become more equitable and inclusive, not for all team members to reach perfect agreement.
- The boundary between qualifiers is not concrete. For a particular characteristic, you may recognize some aspects of your program as “emerging” and other aspects of your program as “highly effective.” It is not necessary to choose only one qualifier.

Commit to equity work as an ongoing journey

- Working to center equity and ensure that all students are supported at outdoor school is an ongoing process. This tool may be the start of this work for your program, or it may be a continuation of work that you are already doing. In either case, this tool is only one step in the process.
- Evaluation and professional development are closely aligned. Expect targeted workshops/materials directly connected to the characteristics in this self-evaluation tool. Consider how other available evaluation resources (such as the [Instructional Resource Self-Evaluation Tool](#), [Cultural Responsiveness Self-Evaluation Tool](#), and [Student Outcomes evaluation report](#)) might further your personal or organizational equity work.



COLLABORATION AND COMPLIANCE (INCLUSIVE PRACTICES)

Inclusive and equity-driven teamwork to support students with exceptional needs in accordance with the law. Requires bidirectional communication among schools, Special Education/504 teams*, providers and families to ensure individualized support.

*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence (factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.
Governance and Management Staffing, policies and procedures related to ability, accessibility and other considerations relevant to Individuals with Disabilities Act (IDEA)*, Universal Design for Learning (UDL)* and Americans with Disabilities Act (ADA)*.	- Staff roles and responsibilities are not reflective of an inclusive program. No inclusion coordinator. - No planning or communication with schools and families before outdoor school begins. - Staff are not trained in inclusive practices.	- Staff roles and responsibilities have elements of an inclusive program. - Communication and planning with schools and families may occur, but may not be timely. - Staff receive some training on inclusive practices but the training may include only some (e.g., permanent) staff and/or be single-event trainings with no opportunities for recurring professional development.	- Staff roles and responsibilities reflect vision of an inclusive program; may have an inclusion coordinator position. - Planning and communication with schools and families begin before outdoor school season. - Permanent and seasonal staff receive recurring training on inclusive practices from qualified facilitators with expertise in special education. - Mission statement or program's purpose statement references a commitment to serving children and persons of all abilities. - Outreach materials communicate that participants with and without exceptional needs are valued.¹ - Staff recruitment and hiring reflect a commitment to inclusion of persons with exceptional needs*.¹	

¹ See National Inclusion Project (2020). Standards for Inclusive Recreation Programs. Retrieved from <https://www.inclusionproject.org/standards/>.

COLLABORATION AND COMPLIANCE (INCLUSIVE PRACTICES)

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*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence <i>(factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.</i>
Collaboration and Communication Outdoor school provider, facility, school district, special education team, family and student collaboratively work together to provide a meaningful and appropriate outdoor school experience for students with exceptional needs.	• Collaboration with district Special Education teams is limited or non-existent. • No communication between school/district, provider and/or site, and students with exceptional needs may not participate in outdoor school programming.	• Collaboration with district Special Education teams and families occurs. • Collaboration complies with Family Education Rights to Privacy Act (FERPA)*. This includes support for instruction from/with volunteers and high school leaders. • Supports districts with OSU funding application in order to indicate specialized needs as identified in IEP*.	• Regular collaboration with district Special Education teams and families. • Shares information about student individual strengths and needs with appropriate staff. • Complies with reporting needs as directed by district Special Education teams. • Supports and responds to district Special Education teams as they make placement decisions, modifications and accommodations to and as identified by students' IEP and 504 plans. • District Special Education teams meaningfully participate in the ODS experience (i.e., attends, directs and facilitates learning). • Communicates with families in their (the families') primary language. • Support is provided to district Special Education teams and families to prepare participants for ODS experience in advance. • Outreach materials communicate that participants with and without exceptional needs are valued.	

COLLABORATION AND COMPLIANCE (INCLUSIVE PRACTICES)

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*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence (factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.
Special Education Team Involvement An element of collaboration and communication with the school district which centers individual students in planning with a specialized team. Teams are formed within the school district.	No involvement of district Special Education teams.	- District Special Education teams and families drive outdoor school placement decisions and attend to reporting needs. May be in communication with district Special Education teams. - Efforts to include district Special Education teams and families (i.e. they are invited to attend, support, and lead ODS learning experiences).	- Collaboration with district Special Education teams and families on outdoor school placement decisions. - Complies with reporting needs as directed by district Special Education teams. - Supports and responds to district Special Education teams and families as they make modifications/accommodations* as identified in students' IEP. - Collaborates with district Special Education teams about OSU funding application in order to indicate specialized needs as identified in IEP. - District Special Education teams meaningfully participate in the ODS experience (i.e. attends, directs and facilitates learning). - When appropriate, as determined by the district, Special Education teams and families (i.e., parents or caregivers) meaningfully participate in the ODS experience (i.e., attends and supports learning and participation).	

COLLABORATION AND COMPLIANCE (INCLUSIVE PRACTICES)

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Reflections on Inclusive Collaboration and Compliance:

FACILITY AND PROGRAM (INCLUSIVE PRACTICES)

Create environments in which any individual or group can feel and be welcomed, respected, supported, and valued to meaningfully participate. These practices go well beyond access and integration. Inclusive facilities and programs provide multiple means of engagement, representation, and action and expression (Three Principles of UDL*).²

*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence <i>(factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.</i>
Physical Space Structures, amenities, pathways at outdoor school sites which affect learning, mobility, medical, and basic needs. Includes transportation to/from outdoor school.	• Not ADA* compliant. • Presumes and reinforces ableism*.	• May have completed facility accessibility evaluation and have a plan to improve accessibility. • Some structures and amenities may be accessible but are not effectively used or introduced.	• Fully ADA-compliant facilities (e.g., bathroom and sleeping areas). • Applies principles of universal design (inclusive design practice usable by all people without the need for adaptation or specialized design)³. • Has completed facility accessibility evaluation*. • Space within and routes between program areas and amenities are accessible and effectively used by students/staff.³	
Accommodations Supports and services necessary for students in order to access the outdoor school program. They may include sensory processing* needs, time, materials, setting, personnel support and degree of interaction. Accommodations are identified in IEPs and 504 Plans to remove or address barriers to meaningful and appropriate participation for each individual student.	• One-size fits all approaches to programming. • Presumes and reinforces ableism*.	• Accommodations may be articulated or in place but not effectively supporting the outdoor school experience. • Plan is in place for improving accommodations for exceptional students needing accommodation.	• Considers the different needs (physical, cognitive, attention span, etc.) of each individual student participating in the program. • Preplans accommodations necessary for students to appropriately participate in activities. • Responsively provides accommodation and support for individual needs. • Flexible areas and/or alternative spaces are readily available for use as needed.¹ • Implements accommodations as directed by and in collaboration with district Special Education teams.	

¹ See National Inclusion Project (2020). Standards for Inclusive Recreation Programs. Retrieved from <https://www.inclusionproject.org/standards/>.

² Universal Design for Learning: <https://udlguidelines.cast.org/>

³ https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

FACILITY AND PROGRAM (INCLUSIVE PRACTICES)

Create environments in which any individual or group can feel and be welcomed, respected, supported, and valued to meaningfully participate. These practices go well beyond access and integration. Inclusive facilities and programs provide multiple means of engagement, representation, and action and expression (Three Principles of UDL*).²

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Characteristic	Absent	Emerging	Highly Effective	Evidence <i>(factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.</i>
Assistive Technology* and Supporting Materials Any item or equipment used to support individual(s) to meaningfully and appropriately participate in the outdoor school experience. A type of accommodation, examples include microphone with audio enhancement, tablet or visual supports. Also includes some medical supports.	No use or understanding of assistive technology or supporting materials.	- Plan is in place for use of assistive technology in collaboration with schools/districts. - Staff may have some training for use of assistive technology. - Assistive technology may be available at the site but is not effectively used.	- Considers individual student needs in preparing assistive technology and equipment. - Offers and uses multiple types of technology throughout the experience (e.g., print media, electronics, gear). - Ongoing professional development of staff around best practices in working with students needing assistive technology. - May involve using, collaboratively identifying and potentially sharing resources throughout the region/state (e.g., Assistive Technology Lending Libraries*).	

¹ See National Inclusion Project (2020). Standards for Inclusive Recreation Programs. Retrieved from <https://www.inclusionproject.org/standards/>.

FACILITY AND PROGRAM (INCLUSIVE PRACTICES)

Create environments in which any individual or group can feel and be welcomed, respected, supported, and valued to meaningfully participate. These practices go well beyond access and integration. Inclusive facilities and programs provide multiple means of engagement, representation, and action and expression (Three Principles of UDL*).²

*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence (factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.
Social Inclusion* Purposeful and planned instructional strategies and experiences centered around supporting positive social relationships.	- No use or understanding of promoting positive social relationships between children with and without exceptional needs. - Social experiences are exclusive. - Social experiences do not promote or attend to emotional safety*.	- Planning or training of socially inclusive practices occurs. - Staff are aware of socially inclusive practices. - Limited attention given to social experiences, emotional safety, friendships and relationships.	- Program staff are trained on and/or collaborate with the district Special Education Team on the planning and implementation of activities that promote positive social relationships between children with and without exceptional needs. - Strong focus on inclusive social experiences, emotional safety, friendships and relationships. - Practices to promote social inclusion are present in both structured and unstructured experiences.¹ - Positive behavior support practices (PBS)* are planned, implemented and included as needed (e.g., uses team-based decision making for behavior supports; identifies and teaches program-wide behavior expectations).¹	

¹ See National Inclusion Project (2020). Standards for Inclusive Recreation Programs. Retrieved from <https://www.inclusionproject.org/standards/>.

FACILITY AND PROGRAM (INCLUSIVE PRACTICES)

Create environments in which any individual or group can feel and be welcomed, respected, supported, and valued to meaningfully participate. These practices go well beyond access and integration. Inclusive facilities and programs provide multiple means of engagement, representation, and action and expression (Three Principles of UDL*).²

*indicates definitions found in the glossary of terms

Reflections on Inclusive Facility and Program-Level Practices:

TEACHING AND LEARNING (INCLUSIVE PRACTICES)

Adaptable, multi-level instruction effective for learners with a wide variety of needs and experiences. Involves varied and scaffolded* learning activities and experiences to meet individual students' needs. Inclusive teaching and learning practices provide multiple means of engagement, representation, and action and expression (Three Principles of UDL).²

*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence (factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.
Individualized and Asset-based Celebrates and meets the unique strengths and needs of students - recognizing that there is no 'typical' student.	- No recognition of students' unique strengths and needs, or recognition is non-consensual, disrespectful, or disparaging. - Programming, curriculum instruction, accommodations and modifications are considered, discussed, planned and developed in deficit language or solely for legal compliance. - Information is presented in a single format.	- Programming, curriculum, instruction, accommodations and modifications are discussed and some effort is made to center student unique strengths and needs and include students in activities. - Information is offered in more than one format for some experiences.	- Programming, curriculum, instruction, accommodations and modifications are individualized and learner centered.*² - Information is offered in more than one format throughout the outdoor school program. - Centers students' unique strengths and needs and is joyful, celebrated, consensual and respectful. - Chores, activities and learning experiences are suited to individuals' ability, pace and interest, with opportunities for choice. - Utilizes peer volunteers for coaching and support; may provide ongoing supervision for some youth to stay focused and sustain effort.	
Curriculum All of the instructional resources that make up the outdoor school program (includes those with and without explicit learning objectives).	- Curriculum applies a one-size-fits all approach. - No accommodations, extensions or differentiated activities are included.	- Curriculum includes extensions (e.g., in-depth rigorous activities for high-performing students, alternative activities for learners with specific needs). - Some accommodations are planned or in place (e.g., extra time, printed activity instructions).	- Curriculum is differentiated* as directed by and in collaboration with the district Special Education teams. - District Special Education teams receive, review, adapt and modify the outdoor school curriculum before students attend outdoor school. - Curriculum includes extensions that are strengths-based. - Accommodations are implemented and reflective of students' IEPs.	

² Universal Design for Learning: <https://udlguidelines.cast.org/>

TEACHING AND LEARNING (INCLUSIVE PRACTICES)

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*indicates definitions found in the glossary of terms

Characteristic	Absent	Emerging	Highly Effective	Evidence (factual, specific and detailed examples from organization's guiding documents, training materials, etc.); or N/A.
Instruction and Pedagogy Philosophies on learning, teaching strategies and approaches implemented by field instructors, High School Leaders, teachers and volunteers. Applicable to all learning experiences (e.g., activities, transitions and meals).	- No communication with district Special Education teams or no attempts to apply instructional strategies identified by these teams. - Instruction and pedagogy use a one-size-fits-all approach, with no attempts to differentiate instruction.	- Some communication with district Special Education teams. - Differentiated* instruction and pedagogy is applied in some but not all learning experiences/ contexts. - Some differentiated instruction and pedagogy is provided, however it is only supportive and applicable for some learners (e.g., supportive instruction for students with autism but not for students with complex medical needs).	- In collaboration or consultation with district Special Education teams, applies instructional strategies as identified in IEP(s). - Applies strengths-based differentiated instruction and pedagogy, which may include: collaborative learning*, multimodal learning*, drill and practice*, scaffolded learning*, interdependent learning*. - Differentiated instruction and pedagogy is applicable and meaningful for all learners.	
Accommodations and Modifications Accommodations are changes to how a student learns material but do not change what the student learns. Modifications are changes to what a student learns. Both accommodations and modifications are determined/directed by district Special Education teams and listed in students' IEPs and/or Section 504 Plans.	- No communication with district Special Education teams about accommodations/modifications, or they are communicated but none are applied. - Members of district Special Education teams are not invited to participate in outdoor school.	- Some accommodations/modifications applied in consultation with district Special Education teams. - Members of district Special Education teams are invited to participate in outdoor school. - Members of district Special Education teams are involved in the planning and determination of accommodations/modifications prior to ODS experience.	- Applies accommodations/modifications from IEPs in collaboration or consultation with district Special Education teams, including those relevant to students' placement* as stated in IEP. - Members of district Special Education teams attend ODS and directly (or in collaboration) provide/ participate in modified instruction (e.g., paraprofessional*/aide provides instruction at ODS). - Accommodations and modifications are available to all students.	

² Universal Design for Learning: <https://udlguidelines.cast.org/>

TEACHING AND LEARNING (INCLUSIVE PRACTICES)

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*indicates definitions found in the glossary of terms

Reflections on Inclusive Teaching and Learning Practices:

² Universal Design for Learning: <https://udlguidelines.cast.org/>

SPECIAL EDUCATION AND ACCESSIBILITY REPORT, REFLECTION AND IMPROVEMENT PLAN

1. Tally **ALL** of the organizational characteristics that were reviewed and see which characteristics are absent, emerging, and/or highly effective.
2. Determine if you will target one or more characteristic for improvement.
3. Use the Improvement Plan template to reflect and think about what changes could strengthen your organization in the areas of special education and accessibility.

Characteristic	Absent	Emerging	Highly Effective	Check if targeted for improvement
COLLABORATION AND COMPLIANCE (INCLUSIVE PRACTICES)				
Governance and Management				☐
Collaboration and Communication				☐
IEP Team and Section 504 Involvement				☐
FACILITY AND PROGRAM (INCLUSIVE PRACTICES)				
Physical Space				☐
Accommodations				☐
Assistive Technology and Supporting Materials				☐
Social Inclusion				☐
TEACHING AND LEARNING (INCLUSIVE PRACTICES)				
Individualized and Asset-Based				☐
Curriculum				☐
Instruction and Pedagogy				☐
Accommodations and Modifications				☐

REFLECTION

1.

Which characteristics are a priority to target for your outdoor school program to become more more accessible and inclusive for students with exceptional needs?
2.

What are the challenges and barriers to making outdoor school more accessible and inclusive for students with exceptional needs? How might these be addressed?

SPECIAL EDUCATION AND ACCESSIBILITY IMPROVEMENT PLAN				
GOAL (CHARACTERISTIC TARGETED):				
Objective Change that needs to occur	Actions What needs to get done to make change	Individual(s) Needed to Implement	Start Date	Completion Date
	1.			
	2.			
	3.			
	4.			

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