

Principles and Practices to Build and Sustain Inclusive Schools  
A Self-Assessment Tool

School: \_\_\_\_\_

District: \_\_\_\_\_

Recorder Name(s): \_\_\_\_\_

School Year: \_\_\_\_\_

Interval 1

Interval 2

Interval 3

Interval 4

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Purpose:** The *Principles and Practices* tool adopts a critically inclusive lens which guides teams to self-assess inclusionary principles and practices occurring in their contexts. This tool supports ongoing reflection and action-planning throughout continuous cycles of analyzing, disrupting, and restructuring social processes that produce inequity (Siuty, 2019)<sup>1</sup>.

The following principles and practices are pivotal to supporting schools and districts to build and sustain inclusive schools. The tool is framed around an appreciative inquiry lens to take a strength-based approach and celebrate practices that are in place. It also helps identify which practices are “*in progress*” or “*not in place*” that your school/district can work to progress toward. The indicator summary (component B) visually aids in identifying priorities to include in an action plan.

**Recommended Intervals:** Systems change occurs incrementally with intentional moves across levels of a system. Therefore, recommendations for self-assessment and reflection are quarterly intervals which include action plan and progress check ins. By assessing and reflecting on growth, these cycles of inquiry lead to ongoing improvement and refinement of practices.

- Interval 1 Pre-Assessment
- Interval 2 Action plan and goal check in
- Interval 3 Action plan and goal check in
- Interval 4 Post Assessment

**Recommended Uses:** The main purpose of the tool is to self-assess and use the information for next steps to build inclusive schools. This tool can be used at the classroom level, by teaching teams and instructional teams, at the school or district level. Additionally, teams may decide to look at individual sections as a place to start. There is no wrong way to use this tool. We offer a means to identify and frame principles and practices for individuals and/or groups to use to guide their own inclusive journey.

**District Considerations:**

Inclusive practices at the school level must be a part of the larger district and community efforts. It rests upon districts to build capacity to serve all students equitably. Here are considerations for districts:

1. The district has a visible mission and vision that integrates an equity-based framing.
2. The district has outlined and made visible a strategic multi-year plan.
3. The district is co-engaging with family and community partners.

<sup>1</sup> Siuty, M. B. (2019) Inclusion gatekeepers: the social production of spatial identities in special education, *International Journal of Qualitative Studies in Education*, 32:8, 1032-1047, DOI: 10.1080/09518398.2019.1635283

## Principles and Practices: Four Components

### A. Self-Assessment

There are 7 sections. For each section, mark each item as “*in place*” “*in process*” or “*not in place.*” Items in **BOLD** reflect **Priority** Items that were identified as high leverage in the inclusive journey to potentially target where to start for action plans.

### B. Indicator Summary

#### Part 1 Total OR Part 2 Areas for Growth

For each section, the total number of items marked over the number of total items for each column (in place, in progress or not in place).

After assessing all sections, transfer scores to the indicator summary page. The focus of the indicator summary is to see at a glance what practices and principles are or are not in place.

### C. Action Plan

Use the information gained to appreciate inclusionary practices that are working well and to identify growth areas and next steps. The action plan can be updated during minimum quarterly goal check ins.

### D. Artifacts

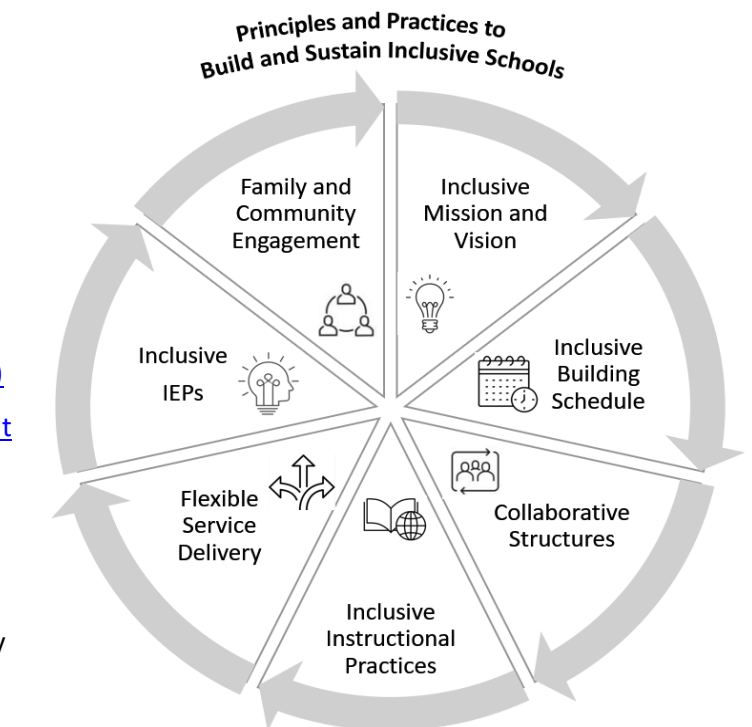
Through the course of the Inclusionary Practices Professional Development (IPP) Project, IPP Demonstration Sites and UW Haring center have created and shared artifacts. Please see the link for a list of artifacts aligning to the principles and practices in each section. <https://ippdemosites.org/resources-artifacts/>

#### Expanded Definitions for Key Concepts

#### Principles and Practices Sections:

1. [Inclusive Mission and Vision](#)
2. [Inclusive Building Schedule](#)
3. [Collaborative Structures](#)
4. [Inclusive Instructional Practices](#)
5. [Flexible Service Delivery](#)
6. [Inclusive Individual Education Programs \(IEPs\)](#)
7. [Sustained Family and Community Engagement](#)

While we organized items into specific sections, it should be recognized that items are also intertwined. Additionally, family and community engagement is embedded in every section as well as its own section.



## A. Self-Assessment

	In Place	In Process	Not in Place
<b>1. Inclusive Mission and Vision</b>			
<b>1.1 Inclusive education is clearly defined, and the definition is shared by all staff, students, and community members.</b>			
<b>1.2 The mission and vision integrate an equity-based framing of inclusion that is represented across all action planning, curriculum, and materials. (i.e., prioritizing anti-racism, anti-ableism, and multilingual practices, etc.)</b>			
<b>1.3 Mission and vision guides distributed leadership to engage partners across the school community.</b>			
1.4 Ongoing action items reflect steps in place to disrupt inequitable systems of racism and ableism.			
1.5 Mission and vision recognizes that all students in the school are general education students, and this belief is reflected through intentional and humanizing language.			
1.6 Students with and without disabilities are included in developing and sustaining the inclusive mission and vision of the school, prioritizing those students who have not historically been invited.			
1.7 Families of students with and without disabilities are included in developing the inclusive mission and vision of the school and this involves reaching out to families that might not be expected to attend.			
1.8 The mission and vision are centered in all family communication for the purposes of developing and fostering family and community engagement/leadership.			
1.9 The mission and vision guide how the school community addresses and learns about systemic racism and ableism and how they impact student belonging, learning, and engagement.			
1.10 Mission and vision guides creation of a multi-year plan that includes specific actions for building capacity toward that vision.			
<b>Record in Summary Indicator:</b> <b><u><a href="#">Inclusive Mission and Vision</a></u></b>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>
<b>Comments:</b>			

<b>2. Inclusive Building Schedule</b>	In Place	In Process	Not in Place
2.1 A building leadership team is assembled that includes various school leaders (i.e., admin, general education teachers, special education teachers, specialists, department heads, etc.) to inform the inclusive building schedule in advance of the next school year.			
2.2 When laying the foundation of the building schedule, prioritize schoolwide inclusionary practices (SEL, community building, intervention blocks, co-teach partnerships, etc.).			
2.3 The building schedule aligns general education grade level core content or department level (i.e., literacy, math, English 9, Algebra 1, etc.)			
2.4 Building schedule allows for grade level planning on a specified cadence that includes general education teachers, special education teachers, and may also include specialists.			
2.5 Specialist teachers (i.e., PE, Music, Library, Art, other electives) are scheduled to allow for grade level collaborations.			
2.6 Building schedule and individual student schedules allow for flexible use of resources and spaces for the delivery of Specially Designed Instruction (SDI).			
2.7 Building schedule allows for the flexing of service delivery to best meet student needs which can include small group instruction, co-teaching, grade level or department collaborations in general education classrooms.			
2.8 Schedule classified staff (i.e., paraprofessionals, instructional assistants, etc.) across classrooms in order to maximize support for all students across the school day.			
2.9 Building schedule is shared and made visible to the entire school staff community. This includes grade level and individual specialist schedules.			
2.10 All students are rostered in their general education classroom and have designated desks/seats.			
<b>Record in Summary Indicator:</b> <a href="#">Inclusive Building Schedule</a>	<hr/> out of <b>10</b>	<hr/> out of <b>10</b>	<hr/> out of <b>10</b>
<b>Comments:</b>			

<b>3. Collaborative Structures</b>	In Place	In Progress	Not in Place
<b>3.1 During building leadership team meetings, inclusion and equity is discussed not as an initiative, but as a collaborative endeavor considered in all building leadership decisions.</b>			
<b>3.2 Site based leadership prioritizes and preserves collaborative structures by honoring those times and not scheduling into that time.</b>			
<b>3.3 Roles and responsibilities across teams have been clearly defined, posted and messaged out for all educators, specialists, and service providers.</b>			
3.4 Educators co-plan, engage in data collection/analysis, and/or learn together with an equity-oriented lens as part of a PLC on at least a weekly basis.			
3.5 Collaboration time built into the building schedule is protected and used for all educators, specialists and related staff for collaborative structures and facilitation of instructional techniques (i.e., co-planning, PLCs, department planning).			
3.6 There are regularly scheduled opportunities for departments (i.e., gen ed grade level, gen ed content level, special education) to collaborate with one another to facilitate a flexible service delivery model.			
3.7 Job-embedded professional development is provided for all team members (i.e., paraprofessionals, teachers, admin, etc.) that builds capacity for understanding, implementing, and reflecting on equity-based inclusive practices in meaningful and effective ways.			
3.8 Structures are in place to regularly center student voice and feedback related to student learning, belonging, and equity related issues.			
<b>Record in Summary Indicator:</b> <a href="#">Collaborative Structures</a>	_____ out of 8	_____ out of 8	_____ out of 8
<b>Comments:</b>			

<b>4. Inclusive Instructional Practices</b>	In Place	In Process	Not in Place
<p><b>4.1 Multi-Tiered systems of support are in place</b></p> <ul style="list-style-type: none"> <li>- Tiers 1, 2, and 3 are available for all students.</li> <li>- Access to Tier 2 and/ or Tier 3 is always in addition to Tier 1.</li> <li>- Intervention and acceleration groupings and instruction are determined by data collection and data analysis protocols.</li> </ul>			
<p><b>4.2 Specially Designed Instruction (SDI) is embedded in the general curriculum: Opportunities have been identified to embed or target IEP goals within the context of general education.</b></p>			
<p><b>4.3 Students receiving IEP services, receive instruction in grade level general education classes, using grade level curriculum and that addresses grade level learning standards.</b></p>			
<p><b>4.4 Principles of universal design, culturally sustaining pedagogy, and translanguaging are understood and applied to instructional design.</b></p>			
<p>4.5 Flexible service delivery occurs wherein services and supports are provided by educators to best meet a student’s needs, while maintaining meaningful access in general education settings.</p>			
<p>4.6 Students with disabilities spend their time actively engaged in general education learning activities, and instruction is provided in a variety of ways to promote student learning and engagement (i.e., UDL, SEL, assistive technology, small group, peer group learning, choice within activities, co-teaching etc.).</p>			
<p>4.7 Throughout the school day Alternative Augmentative Communication (AAC) systems are available and utilized in general education and other contexts that include a variety of tools to support receptive and expressive communication.</p>			
<p>4.8 Positive Behavior Support systems recognize and honor diverse identities (including disability), prioritize cultural responsiveness, and confront the ways behavior systems historically reinforce exclusion and marginalization of nondominant groups (i.e., black, brown, and indigenous students with and without disabilities).</p>			
<p>4.9 Students have a sense of belonging in their general education classrooms and the larger school community by seeing themselves represented in the curriculum, materials, instructional examples and by providing universally designed instruction.</p>			
<p><b>Record in Summary Indicator:</b> <b><a href="#">Inclusive Instructional Practices</a></b></p>	<p>_____ out of 9</p>	<p>_____ out of 9</p>	<p>_____ out of 9</p>
<p><b>Comments:</b></p>			

5. Flexible Service Delivery	In Place	In Process	Not in Place
<p><b>5.1 Specially Designed Instruction (SDI) is delivered by members of a collaborative team of educators (i.e., general education teachers, special education teachers, instructional coaches, paraeducators) through a variety of means (direct instruction, co-planning and co-teaching, and other collaborative structures).</b></p> <p><b>The special education case manager supervises SDI via tools for communication (teams, online shared documents, etc.), planning meetings, and other forms of collaboration.</b></p>			
<p><b>5.2 All learning spaces (i.e., classrooms, pods, common areas, etc.) are available for any student, with or without disabilities, to receive instruction to support their learning in general education and to target essential skills based on data collection.</b></p>			
<p><b>5.3 Classrooms are organized in a way that allows for a variety of methods of instruction (i.e., small group, large group, flexible groupings, multiple educators delivering instruction).</b></p>			
<p>5.4 Adult roles and responsibilities are clearly outlined, disseminated, and allow for flexibility in order to meet the needs of all students.</p>			
<p>5.5 All students are welcome in and have access and opportunity to all learning/extracurricular environments in the school, including academic support, clubs, and other enrichment activities the school offers.</p>			
<p>5.6 Tools to support engagement are provided in the general education classroom environment (i.e., movement breaks, wiggle cushions, assistive technology, high interest materials, etc.) and all students receive instruction around how to use those tools.</p>			
<p>5.7 Flexible spaces are available to all students. Students have the choice to utilize those spaces to support their regulation and engagement (i.e., quiet areas, movement spaces) and all students receive instruction around how to utilize those spaces.</p>			
<p><b>Record in Summary Indicator:</b> <b><a href="#">Flexible Service Delivery</a></b></p>	<p>_____</p> <p><b>out of 7</b></p>	<p>_____</p> <p><b>out of 7</b></p>	<p>_____</p> <p><b>out of 7</b></p>
<p><b>Comments:</b></p>			

6. Inclusive Individual Education Programs (IEPs)	In Place	In Process	Not in Place
6.1 Families are involved and valued partners in the process of creating their child's IEP and ongoing collaboration.			
6.2 Co-assessment practices are utilized to collaborate on goal development related to grade level content standards. Co-Assessment includes special education and general education teachers, related service providers, family members, and students.			
6.3 IEP goals include and address curriculum standards, essential skills, peer interaction and are written to allow for goals to be addressed and embedded across naturally occurring routines throughout the day.			
6.4 IEP service delivery matrices show special education services provided in the general education context.			
6.5 A variety of person-centered planning approaches and tools (i.e., MAPS, PATHS, etc.) are prioritized to get to know students, build collaborative relationships, center hopes and dreams, and disrupt deficit approaches.			
6.6 Present levels for progress reports, annual IEPs, and triennial evaluations are written using a strengths-based lens and language.			
6.7 School personnel and families understand and use the least dangerous assumption when making educational decisions.			
6.8 There are opportunities for students to be involved, provide input and/or lead their IEP meetings.			
6.9 Concise one-pagers (i.e., IEP at a glance, quick glance, passport, fast facts, learning profile, etc.) that outline student IEP goals, accommodations, and other pertinent information are shared with all teachers and staff.			
6.10 School personnel and families understand and use the least dangerous assumption when making educational decisions and planning for transitions.			
<b>Record in Summary Indicator:</b> <a href="#"><u>Inclusive Education Programs (IEPs)</u></a>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>	<hr style="width: 50px; margin: 0 auto;"/> <b>out of</b> <b>10</b>
<b>Comments:</b>          			





## B. Principles and Practices Indicator Summary

### Part 1:

For each section, count how many items were marked out of the total number of items and input below. Then, total each column for each “in place,” “in process” and “not in place” in the last row.

	PRE – Interval 1			POST – Interval 2		
	In Place	In Process	Not in Place	In Place	In Process	Not in Place
<b>1. <u>Inclusive Mission and Vision</u></b>	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10
<b>2. <u>Inclusive Building Schedule</u></b>	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10
<b>3. <u>Collaborative Structures</u></b>	___ / 8	___ / 8	___ / 8	___ / 8	___ / 8	___ / 8
<b>4. <u>Inclusive Instructional Practices</u></b>	___ / 9	___ / 9	___ / 9	___ / 9	___ / 9	___ / 9
<b>5. <u>Flexible Service Delivery</u></b>	___ / 7	___ / 7	___ / 7	___ / 7	___ / 7	___ / 7
<b>6. <u>Inclusive Individualized Education Plans (IEPs)</u></b>	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10	___ / 10
<b>7. <u>Sustained Family and Community Engagement</u></b>	___ / 8	___ / 8	___ / 8	___ / 8	___ / 8	___ / 8
<b>Total Summary Count</b>	___ out of 62	___ out of 62	___ out of 62	___ out of 62	___ out of 62	___ out of 62

**Part 2: Identify Areas for Growth**

From the indicator summary, part 1 above, mark items corresponding to “**in progress**” or “**not in place**” in the table below. This will help identify at a glance possible inclusive practices to prioritize in the action plan.

<b>P &amp; P</b>	<i>Priority Items are in BOLD and shaded.</i>									
1. <a href="#">Inclusive Mission and Vision</a>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2. <a href="#">Inclusive Building Schedule</a>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	2.5	2.6	2.7	2.8	2.9	2.10
3. <a href="#">Collaborative Structures</a>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	3.4	3.5	3.6	3.7	3.8		
4. <a href="#">Inclusive Instructional Practices</a>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>4.4</b>	4.5	4.6	4.7	4.8	4.9	
5. <a href="#">Flexible Service Delivery</a>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	5.4	5.5	5.6	5.7			
6. <a href="#">Inclusive Individualized Education Plans (IEPs)</a>	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>	<b>6.4</b>	6.5	6.6	6.7	6.8	6.9	6.10
7. <a href="#">Sustained Family and Community Engagement</a>	<b>7.1</b>	<b>7.2</b>	<b>7.3</b>	<b>7.4</b>	<b>7.5</b>	7.6	7.7	7.8		

**C. Action Planning:** From the above, focus on 3 key high leverage moves to focus on the action plan.

**Action Plan:** *Over the next \_\_\_\_\_ months:*

Goal 1:			
Actions	By When	By Whom	Status <i>Note check in Dates</i>
1a.			
1b.			
1.c			

Goal 2:			
Actions	By When	By Whom	Status <i>Note check in Dates</i>
2a.			
2b.			
2c.			

Goal 3:			
Actions	By When	By Whom	Status <i>Note check in Dates</i>
3a.			
3b.			
3c.			

## D. Artifacts and Additional Resources

- Please visit Inclusionary Practices Project ([IPP Demonstration Sites](http://ippdemosites.org/)) @ <http://ippdemosites.org/>
  - [Artifacts/Resources](#) & [Inclusionary Practices](#)
- Washington Office of Superintendent and Public Instruction ([OSPI](#))
  - [Inclusionary Practices Professional Development \(IPP\) Project](#)
  - [OSPI and MYTHS and FACTs about Inclusionary Practices](#)

### Acknowledgements

The Inclusionary Practices (IPP) Project is a statewide project funded by OSPI. Partnership with collaborators across the state, to provide educators with professional development opportunities in support of inclusionary practices across the state.

As a part of the project, model demonstration sites were selected. We are grateful to our [IPP Demonstration Sites partners](#) from across WA state who are exemplary leaders in building and sustaining just and equitable educational systems for all.

At the onset of the IPP Project, there were many inquiries into specifying what was meant when the term “**inclusionary practices**” was referenced. The term can mean many different things to individual people and groups. Those understandings can also shift and deepen over time. This document was created in response to define inclusionary practices more clearly. In conjunction with our partnership with demonstration sites, this document is a result of what we have learned, and continue to learn, regarding inclusionary practices to build and sustain inclusive schools, districts and communities.

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Martin, C., Leon-Guerrero, RM., Fair, N. & Nowak, C. (2023). *Principles and Practices to Build and Sustain Inclusive School 2<sup>nd</sup> Version*. Seattle, WA: University of Washington.

## Expanded Definitions for key concepts in items.

<i>Ableism</i>	A system that places value on people’s bodies and minds based on societally constructed ideas of normality, intelligence, excellence, desirability, and productivity. These constructed ideas are deeply rooted in anti-Blackness, eugenics, misogyny, colonialism, imperialism, and capitalism. This form of systemic oppression leads to people and society determining who is valuable and worthy based on a person’s language, appearance, religion and/or their ability to satisfactory (re)produce, excel and behave. (Lewis, 2022)
<i>Accommodations and Modifications</i>	Accommodations and modifications are often specified as part of students’ IEPs or 504 plans. Accommodations refer to the ways in which tools and strategies are added to support meeting a specific lesson objective by ensuring access (i.e., Speech to text, access to notes, enlarged print or extra time). Modifications, on the other hand, are utilized when individual students require modified or alternate learning objectives (i.e., modified assignments or modified grading). Modifications are based on IEP decisions.
<i>Augmentative and Augmentative Communication (AAC)</i>	Refers to all the ways in which people of all ages communicate using high- and low-tech forms of technology to support language. Augmentative refers to using technology to aid speech and alternative refers to using technology to be used instead of verbal language.
<i>Culturally Sustaining Pedagogy (CSP)</i>	Culturally Sustaining Pedagogies (CSP) is an asset-based pedagogy that aims to resist deficit approaches/beliefs and to sustain the cultural ways of being and knowing of those communities that are most marginalized through schooling. This includes centering languages, valued practices, and knowledges of marginalized communities; teaching historicized content; prioritizing student and community voice; and contending with systems of oppression (Paris & Alim, 2017)
<i>Individualized Education Program (IEP)</i>	An IEP is a detailed description of the instruction and services a student with disabilities needs in order to receive a meaningful education. The individualized education program, or IEP, is a document that describes the specific special education services that a child will receive. An IEP should be tailored to a child and his or her educational needs, and it can include creative strategies for delivering services. <a href="#">WA Education Ombuds</a>
<i>Intervention Blocks</i>	Intervention blocks are periods when instruction is differentiated to meet learner needs. Intervention blocks provide enrichment to core instruction. Data analysis protocols are beneficial to determining groupings for intervention blocks. Intervention is in addition to, never in place of core instruction.
<i>Least Dangerous Assumption</i>	In the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on student outcomes/education (Jorgensen, 2005)

<i>Multi-Tiered System of Supports (MTSS)</i>	A framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The framework builds on the public health approach that focuses on organizing the efforts of adults within systems to be more effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs. <a href="#">OSPI MTSS</a>
<i>Person-Centered Planning</i>	Person centered planning puts individuals at the center of planning their futures. This process promotes student voice and advocacy. Family and members of the individual’s community contribute to vision and goal planning. Common person-centered planning formats include MAPS, PATH, and Circles of Support.
<i>Presuming Competence</i>	Believing that a child, regardless of disability, is intellectually capable and has the skills and the motivation to manifest just as anyone in daily life (Biklen & Burke, 2007)
<i>Professional Learning Community (PLC)</i>	Professional learning communities are collaborative structures which engage in cycles of inquiry. Collaborative PLC groups may be comprised of leadership teams, co-planning/assessing, grade level or department teams. The processes of the learning community center on the intent of the PLC. For example, grade level teams may use the time to review data analysis protocols and inform intervention blocks, a tier 2 support.
<i>Specifically Designed Instruction (SDI)</i>	Specially designed instruction (SDI) is a set of organized and planned instructional activities which adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from a student’s disability. <a href="#">OSPI</a> SDI is not only provided through direct instruction. SDI is also delivered through collaboration to adapt content or delivery of instruction.
<i>Universal Design for Learning (UDL)</i>	UDL is a framework used to guide the design of learning environments to ensure that they are both accessible and challenging for all. UDL aims to change the design of the environment rather than to change the learner. UDL’s three principles of engagement, representation, and action/expression support teachers in developing “expert learners” (CAST, 2018)

**Citations**

Biklen, D., & Burke, J. (2006). Presuming competence. *Equity & excellence in education*, 39(2), 166-175.

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Jorgensen, C. (2005). The least dangerous assumption. *Book Reviews*, 13, 14.

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Siuty, M. B. (2019) Inclusion gatekeepers: the social production of spatial identities in special education, *International Journal of Qualitative Studies in Education*, 32:8, 1032-1047, DOI: 10.1080/09518398.2019.1635283