

Inclusion Education Journey

A school-based continuum to assist in planning for a successful inclusive program

Classroom Practices

	Always	Occasionally	Seldom	Not at this time
1. Student receives same type and frequency of classroom/school responsibilities as peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student receives same type of feedback regarding performance as peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student is aware of consistent classroom goals and instructional procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student and classmates are provided with a variety of means to communicate and opportunities to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student sits <i>with</i> classmates in natural classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult aides/assistants facilitate student-peer interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructional methods encourage student interaction and active participation in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Support services are provided in typical environments and encourage class participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student attends general education homeroom and has a typical daily schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student attends lunch and recess <i>with</i> classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Student's classroom transitions are the same as classmates, providing extra time if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inclusion Education Journey (continued)

School-Wide Practices

Always Occasionally Seldom Not
at this
time

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|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Student attends neighborhood school with same age peers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student arrives and leaves school with age-appropriate peers using common transportation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Student progresses through grade levels with peers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. "People first" language is used, rather than disability descriptors. (John is a first grader versus John is a learning support student.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Student's supplies, clothing and personal accessories are typical and age-appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Student uses same lavatory and is provided with the same privacy as classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Student's work is displayed in the identical manner as classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Student participates in typical school and extracurricular activities, being provided with same opportunities for involvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Student is included in typical homeroom student counts, bulletin boards, and school-wide programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Student has same opportunity/choice of electives as classmates with adaptations occurring as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Natural proportions are maintained in the school and in the classroom, and student diversity reflects the community at large. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Inclusion Education Journey (continued)

Team Practices

Always Occasionally Seldom Not
at this
time

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|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The core team includes family, staff involved with the child and all members participating equally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. All team members are welcomed and valued equally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Staff provide support/collaboration at meetings as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Support staff/special education staff provide on-site training of instructional procedures as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. General education specialists participate as needed in the team planning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Team members understand and adhere to classroom parameters as described by classroom teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Evaluation responsibilities are specifically identified and assigned to team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Team members provide ongoing support to the classroom teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The team communicates regularly and efficiently, checking with regular education teacher regarding success on interventions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Meetings occur on a regular and reasonable basis, with members being given adequate notification. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Meetings are punctual and efficient. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Inclusion Education Journey (continued)

Team Practices Continued

Always Occasionally Seldom Not
at this
time

12. Meetings are conducted at times team members can participate, times are established from the beginning of year (e.g., every Monday, Wednesday from 7:30-8:30).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13. Meetings have set, mutually agreed-upon agendas. Agendas are previewed before meetings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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14. There are regular, clear procedures for record keeping and follow up. Notes are shared after meetings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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15. Necessary team roles are assigned and rotate. Members are active participants.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Inclusive Needs Assessment

Program Practices

The practices identified below are distinctive of reputable, inclusive programs for students with severe disabilities. Consider the extent to which these practices are reflected in your school.

Curricular Planning

	Current practice	In discussion stage	Not considered at this time
1. Student IEPs are activity-referenced, addressing functional skills taught in a variety of settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Individualized adaptations are used, when necessary, to increase student participation and independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. An educative approach to the management of challenging behavior is utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Educational programs for students with severe disabilities reflect a "futures" orientation (preparing for tomorrow's challenge).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Planned and comprehensive efforts are made to facilitate the development of social relationships between students with disabilities and their typical age-appropriate peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Settings and Procedures

1. Student-specific schedules are developed by matching student needs and activities in the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students have the opportunity to learn in a variety of instructional arrangements, including pairs, small group, and large group arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Individualized adaptations are used, when necessary, to increase student participation and independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Settings and Procedures

4. Curricular adaptations are planned and used to accommodate diverse student needs in the typical classroom setting.

Current
practice

In
discussion
stage

Not
considered
at this time

5. The classroom settings in which the student is placed are chronologically age-appropriate.

6. Normalized evaluation procedures are utilized to assess progress relative to IEP goals and guide instructional decision making for individual learners.

Interactions with Typical Peers

1. Students with diverse needs have multiple and varied opportunities for involvement with typical peers.

2. Involvement with typical peers occurs in both teaching and nonteaching relationships.

3. Opportunities for integration are reflected in student IEP goals.

4. Students are provided with opportunities for after-school social interactions.

Home-School Collaboration

1. A system of home-school communication that is mutually agreed upon by parents and staff is employed.

2. A process is utilized to ensure that parent priorities are incorporated into a student's IEP and educational program.

3. Parents receive frequent feedback about their child's school progress.

4. Parents are encouraged to participate in parent groups at the school.

5. Parents of students with severe disabilities are informed of all school activities.