Inclusion Classroom Checklist for Teachers

My Name: _____ Grade Level/Class: _____ Date: _____

Directions: Self-evaluate your implementation of the follow components, use the following scale:
   0: The component is absent in my classroom/teaching.
   1: The component is present, but I do not use it consistently throughout my classroom/teaching.
   2: The component is present, and I mostly use it consistently.
   3: The component is present, and I fully use it consistently.
   n/a: The component is not applicable.

Learning Environment				
(visual and physical routines/materials/features designed to increase students' understanding of how the school day will function)				
Rating			Component	Possible Evidence
0 1 2 3			Classroom is arranged to maximize learning while providing a safe and structured environment	defined areas with physical boundaries staff can observe all areas seating supports flexible grouping calm down corner/sensory break area
0 1 2 3			Classroom materials and décor encourage an organized and regulated environment	classroom is generally free from clutter at least 20% of wall space is clear
0 1 2 3			Visual supports are posted, accessible, and referenced to build independence in classroom routines and procedures	activity schedules (steps to line up) timers visual and auditory transition cues
0 1 2 3			A daily schedule is posted at students' level, is visible and appropriate for students' level of symbolic functioning, and used consistently throughout the day	whole class schedule physically marked/moved throughout the school day

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Instructional Strategies				
(teaching strategies used to provide academic, social-communication, and behavioral instruction)				
Rating			Component	Possible Evidence
0 1 2 3			Teachers utilize prompting hierarchies and appropriate response wait time to promote independence	diverse prompts (e.g., gestural, visual) time delay
0 1 2 3			Teachers use visuals, students' interests, and hands-on opportunities to engage students in learning	response cards manipulatives reference to academic posters
0 1 2 3			Teachers differentiate instruction to meet their students' various developmental and academic needs	accommodations & modifications alternative assignments assistive technology
0 1 2 3			Large group instruction is limited, and teachers monitor and are responsive to student attentional needs. **PreK-5th:** Instruction is primarily delivered in group of 5 students or less **6th-12th:** Small group or individual support is available during independent or group work time	guided reading/math groups turn and talk opportunities co-teacher/paraprofessional support brain breaks

Social-Communication Strategies					
(methods for improving social interactions and communication between students)					
Rating			Component		Possible Evidence
0 1 2 3			Classroom staff create opportunities to promote communication among peers in most activities/lessons		Think Pair Share Peer buddy program Morning Meetings
0 1 2 3			All students are participating in all activities and instruction and are not segregated from their peers		seated next to typical peers paraprofessionals support all students
0 1 2 3 n/a			If a student is non-verbal or has limited verbal ability, they have consistent access to a functional communication system		PECS Communication device
0 1 2 3 n/a			If a student has limited verbal ability, they are prompted to increase verbal approximations/words/phrases or increase the use of their communication system		diverse prompting modeling visual cards communication device

Behavioral Strategies					
(preventative approaches to teach appropriate behavior and change challenging behavior)					
Rating			Component		Possible Evidence
0 1 2 3			PreK-8th: A behavior management system is prominently displayed and referenced frequently throughout the day		whole class system individual student system
0 1 2 3			Positive reinforcement is used rather than punishment-based procedures		reference earning reinforcers (vs. losing) behavior specific verbal praise
0 1 2 3			Teachers frequently refer to positively stated rules that are posted visibly and appropriate for students' level of symbolic functioning		class wide rules
0 1 2 3 n/a			Students with IEP goals related to behavioral skill building have an individualized behavior plan, and it is used consistently throughout the day		token board self-management checklist Check In/ Check Out System daily report cards
0 1 2 3			Teachers use visuals and students' interests to engage students in exhibiting appropriate behavior		emotional/voice thermometer social narratives (Social Story) posted break area routine

What three instructional goals will I work on between now and my next self-evaluation?

1. _____

2. _____

3. _____