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

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. _____