What Makes Inclusion Work?

Vision & Attitudes

- ☐ Is there a vision statement known by all; does it support the philosophy that all students can and will learn?
- ☐ Do teams have similar vision and attitudes?
- ☐ Is there always someone questioning why we are doing this or are we looking at how we can do this better?
- ☐ Are all students considered full members of general education rather than assigned to a separate class list?

Teaming & Collaboration

- ☐ Is there a regular schedule for team planning and do teams meet regularly? Do teams keep within the allotted time frame?
- ☐ Do we use a tool/form to document our meetings and decisions?
- ☐ Do teachers bring lesson plans?
- ☐ Do teachers and paraeducators use real data so next steps can be discussed at planning meetings?
- ☐ Do general education teachers and special education teachers plan curriculum together?

Professional Development

- ☐ Have we tried to implement any new strategies we have learned about such as co-teaching, differentiating instruction, tiering instruction?
- ☐ Are we adjusting our teaching based on new information we have from professional development?
- ☐ Do we have time for reflecting and problem solving with others as we implement new strategies?
- ☐ Are we using research-based and classroom proven strategies for all students?
- ☐ Are we planning for additional professional development?
- ☐ Have we identified our professional development needs?

Administrative Support

- ☐ Are administrators supportive of inclusion in concrete and identifiable ways?
- ☐ Does administration provide leadership about success and barriers to inclusion?
- ☐ Do we have open communication regarding supports and services for students?
- ☐ Is there a clear line of communication for problem solving?
- ☐ Does administration clearly support time for teachers to reflect, problem solve and share decision making?

Common Planning Time

- ☐ Do team members honor time frame determined, coming on time and leaving on time so the next meeting can begin?
- ☐ Do teams use the meeting for looking at data collected and planning support for students?
- ☐ Does administration honor time by providing team planning time?

Family Involvement

- ☐ Are families invited to and coming to meetings?
- ☐ Are families communicating with teams and are teams communicating with families?
- ☐ Is homework adapted in ways that families think is appropriate?
- ☐ Are we contacting parents for good news as well as struggles?
- ☐ Are families given an opportunity to complete a satisfaction survey?

Effective Instructional Strategies

- ☐ Are general education teachers using diverse teaching methods?
- ☐ Are students participating in instruction that is multi-modal (auditory, kinesthetic, visual)?
- ☐ Are groups within classrooms flexible?
- ☐ Are related services provided within the routine of general education classrooms?
- ☐ If students are being pulled out have we looked at all possible ways to avoid the pullout?
- ☐ Are we tracking student progress?
- ☐ Are we prepared to grade the student in a way that reflects progress for the student?

Accommodations & Support Systems

- ☐ Are we keeping copies of the accommodations we are using?
- ☐ Are we continually challenging the student by adjusting the accommodations?
- ☐ If there is an aide involved, are they working to support the student effectively, including fading as appropriate?
- ☐ Are we looking at natural supports for students?