Quality of Inclusion Checklist

Class:_____ Date:_____ Teacher:_____

*Checks in the box marked "Y" for yes indicate high quality inclusive practices. Checks in the "N" for no, suggest an area in which improvement may be possible. Skip items that do not apply to the student you are observing. Remember that increasing active participation in the classroom begins one step at a time!

Y	Ν	Physical Presence	Notes
		Does the student arrive to class on time?	
		Have all physical needs been met before class begins? (toileting, feeding, medications, splint/brace adjustments etc.)	
		Does the student choose his or her place to sit?	
		Do the adults avoid sitting between the student and his or her classmates?	
		Does this student's placement support visual or hearing needs?	
		Is the student actively participating in the classroom activities rather than merely observing?	
		Is the student attentive and not disruptive?	
		Does the student leave the classroom at the end of the period and not before?	
Y	Ν	Learning Objectives	
		Have the special educator and the classroom teacher established learning objectives together?	
		Does the student understand his or her learning objectives?	
		Are the learning objectives connected to the IEP?	
		Is an educator asking the student content questions to assess learning each day?	
		Are informal assessments used to monitor learning for this student?	
		Is the student's involvement in learning activities monitored and facilitated throughout the class period?	
		Are modifications (changes what a student is expected to know) provided for this student as needed?	
		Are accommodations (changes how a student accesses information or demonstrates learning) provided for this student as needed?	
		Do the educators communicate about how the student performed in class each day?	

ΥΝ	Technology	Notes
	If the student is a technology user; Where needed, does the student have the skills necessary to use technology in classroom activities? (i.e. power wheelchair skills, operating an AAC device or the computer, using an alternative keyboard, using his or her switch, etc.) Where needed, does the student use an AAC device to	
	communicate during class time?	
	Does the AAC device operate properly?	
	Is the AAC device programmed with content relevant to current learning activities?	
	Does the student understand the content he or she is communicating?	
	Do the educators understand how the student uses his or her device to communicate?	
	Do the student's peers understand how the student communicates?	
	If the student uses the computer;	
	Do the educators know how to use the software and computer?	
	Is the computer booted up and in the appropriate software program for the student?	
	Is the computer available for the student to use for reading and writing and is someone monitoring his or her work?	
ΥN	Social and Communication	
	Does the student have opportunities to greet and communicate with his or her peers?	
	Do the educators speak directly to the student?	
	Does the student ask and answer questions?	
	Do peers understand how this student best communicates?	
ΥN	Administrative	
	Do the school's administrators actively participate in solving problems and eliminating barriers to inclusion?	
	Do the school's administrators facilitate communication and collaboration between special education staff and regular education staff?	
	Do the administrators require and facilitate supervision of paraeducators?	
	Does the administration encourage the special education teacher to regularly observe students in the inclusive classroom setting?	