

# 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?

Project CHOICES