

## **Checklist for Fostering Inclusion and Student Independence**

Adapted from the "Inclusion Checklist" published by the Institute on Community Integration (UAP)  
<http://www.usd.edu/cd/systemschange/primer/inclusion%20checklist.htm>

The IEP decision making process dictates that selection of student supports be made for each student on an individual, subject-by-subject basis in order to effectively address the student's needs and goals outlined in the IEP. The following questions can be a catalyst for further discussion and support planning:

- Does this student enter the classroom at the same time as typical peers?
- Does this student make transitions within the classroom at the same time as typical peers?
- Does this student exit the classroom at the same time as typical peers?
- Is this student actively involved in class activities and at the same time as typical peers?
- Is this student expected to follow the same classroom and social rules as typical peers?
- Is this student sitting so that they can see and participate in what is going on and easily interact with others?
- Are peers, and not just teachers, encouraged to provide assistance to this student?
- Does this student socialize with peers?
- Do assisting/supervising adults facilitate social interactions by encouraging others to communicate directly with this student?
- Does this student have a way to communicate with others throughout the day?
- Do peers know how to communicate with this student?
- If this student uses an alternative communication system, does everyone understand it?
- Do assisting/ supervising adults provide the least intrusive and least audible supports possible to this student?
- Do assisting/supervising adults encourage this student to notice and respond to natural cues in the environment, instead of providing excessive individual prompts/cues?
- Do assisting/supervising adults replace some of their verbal prompts with teaching this student to use visual cues to remind him-/herself of expectations and procedures (what to do, what comes next, etc.)?
- Is this student actively encouraged by the assisting/ supervising adult to interact with as many other adults as possible to reduce overdependence on one staff member?
- Do assisting/supervising adults circulate throughout the class and work with other students in addition to this student?
- Is this student's independence facilitated by fading direct adult assistance as soon as possible?
- Does this student have frequent opportunities to make choices throughout the day?