

SECTION 14

**inclusion
matters!**



Review Classroom Routines & Share Successes

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Share Success

Being a part of a team that conducts ongoing meetings to achieve success for a student in an inclusive setting can bring about highs and lows in each member's emotional state at different times of the school year. It's very important to focus on the successes of the team itself and to celebrate those successes. Beginning each meeting by reflecting on one of those successes that has occurred since the previous meeting has been beneficial to many teams. Other teams have suggested a meeting just to celebrate and interact with each other on a social basis. Still others have shown their successes by wearing a button or badge to signify their support to the team goals. However your team decides to celebrate — join in and enjoy the successes!

Review Classroom Routines And Social Competence

After a student has become accustomed to the new environment and the classroom and school routines have been consistent for a few weeks, the team should review the student's participation in school routines. They should also observe the student's social exchanges with adults and peers. The student with a disability may need instruction to be able to follow the classroom and school routines and to communicate and interact with his/her peers. The team can collect data to identify strengths and challenges in these areas by using the form on the following page. Data should be collected for three or four days to provide an information base for accurate decision making regarding specific strengths and needs. The team is then able to problem solve specific issues and validate or revise IEP objectives. In addition, the family may be interviewed to ascertain their perspective of the student's level of comfort in the classroom.

Universal Checklist

Teacher:
School/District:
Date:
Rationale of Use: The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students.

	In Place	Needs Assistance	Comments
Environmental Supports			
Rules, Routines, Schedules (Visual Supports)			
1	Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.		
2	Rules are measurable and observable, are positively stated, and include student voice.		
3	There is evidence that rules have been taught and practiced.		
4	Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.		
5	Adult and student routines exist and include student voice.		
6	There is evidence that routines have been taught and practiced.		
7	There is an effective attention signal, both verbal and visual, used in the classroom.		
8	Class schedule is posted and referred to often.		
9	Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.		
10	Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.		

		In Place	Needs Assistance	Comments
Physical Environment				
11	Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.			
12	The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.			
13	There are opportunities for movement within the room.			
14	Accommodations are provided to meet individual student needs.			
Teacher/Student Interactions				
15	Positive to negative/corrective teacher to student interaction ratio is at least 4:1.			
16	Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior-specific praise and incentives).			
17	There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.			
18	Appropriate behaviors are taught to replace inappropriate behaviors.			
19	Teacher actively supervises students (scan, interact, move).			
20	Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.			
Instructional Strategies				
21	There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.			
22	Evidence-based strategies are used to increase student engagement and opportunities to respond.			
23	Student choice is embedded into instruction.			
24	Instruction is skillfully differentiated for a variety of learners.			

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25	Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.			
26	There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.			
27	Downtime is minimized or used to improve age-appropriate leisure and social skills.			
28	The pace of instruction is appropriate to promote active student engagement.			
29	There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.			
30	Assistive technology and augmentative communication are utilized based on individual student needs.			
Systems Supports				
Communication System				
31	There is an effective communication system for students, staff and families.			
32	There is evidence of regularly scheduled team meetings with the use of agendas and minutes.			
33	If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.			
Data/Learning Outcomes				
34	There is evidence of both formative and summative assessments to guide curriculum planning.			
35	Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.			
36	There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)			
37	Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.			

* Online resources (videos, references, documents) will be available to support the researched based practices outlined

* During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback, the Universal Checklist, will be reviewed and revised annually in the spring.