Inclusion Support Checklist

Inclusion Supports

Consider the student's participation in various components of an inclusive setting to determine where they might need additional support to improve the quality of their inclusive experience. Use the *Inclusion Support Recommendations* to generate ideas that will help you meet individual needs within the general education environment.

Component of Inclusive Setting	Expectations	Needs Support
Routines (e.g. snack, lunch, recess, arrival, departure)	Participates in most routines independently or with minimal teacher assistance (e.g. one verbal reminder sometimes)	
Attention/Following directions	Follows teachers' directions independently most of the time	
Social communication	Engages in conversation with peers following appropriate social conventions (taking turns, sharing ideas, etc.) most of the time	
Play and peer interaction	Initiates play interactions with peers; Plays cooperative games; Shares materials to make collaborative projects and/or takes turns during play	
Group instruction	Sits with peers and engages in the activity independently most of the time	
Academic activities	Participates in most or all academic or pre-academic activities independently (using environmental cues only)	
Transitioning between activities	Transitions between activities in the general education classroom independently (using environmental cues only)	
Working independently	Works on independent tasks with the same environmental supports provided to general education students	