



Inclusion Checklist

Effective Instruction for All Students

If you are having problems with classroom or individual academic achievement, have you examined the following?

- Instructional objectives
- The district scope and sequence
- The curriculum materials
- The scope and sequence with the adopted curriculum
- The instructional pace
- Instructional strategies to match the level and types of learning

Have you used effective teaching strategies by:

- Maximizing academic engaged time by:
 - maximizing student on-task behavior
 - maximizing teacher on-task behavior
 - minimizing transition times
 - reducing inappropriate verbalizations
 - reducing inappropriate social behavior
 - increasing time-on-task in individual cases
 - checking difficulty of material
 - using direct appeal and proximity
 - providing simple rewards or consequences
 - notifying parents or guardians
- Maximizing effectiveness of teacher presentations by:
 - improving structure in lessons
 - increasing the clarity of presentations for all students
 - presenting sufficient redundancy

- teaching enthusiastically
- teaching at an appropriate rate
- using questioning procedures appropriately
- using lower-level questioning effectively
- using higher-level questioning effectively
- questioning when there are no obvious answers
- using feedback and praise effectively
- varying the types of feedback according to students' responses
- using praise effectively
- varying the types of praise statements
- employing appropriate practice activities
- employing sufficient review
- employing formative evaluation
- Employing all teacher effectiveness variables in model lesson format by:
 - daily review
 - statement of objective
 - presentation of information
 - guided practice
 - independent practice
 - formative evaluation
- Employing the PASS variables:
 - prioritize objectives
 - adapt instruction, materials, or the environment
 - systematic teaching using the SCREAM variables
 - systematic evaluation



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Enhancing Motivation and Affect

If you are having problems with student motivation or affect, have you considered the following?

- Met preconditions for improving motivation and affect by:
 - Creating a supportive, organized classroom environment
 - Eliciting positive peer support
 - Using statements that promote acceptance
 - Ensuring that materials are of an appropriate difficulty level
 - Ensuring the tasks are meaningful
 - Creating task-oriented classrooms
- Employed techniques for improving motivation and affect by:
 - Raising students' self-esteem
 - Providing opportunities to increase self-efficacy, by:
 - Providing additional practice to reinforce prior knowledge
 - Using ongoing assessment strategies
 - Pointing out appropriate social models
 - Providing positive support
 - Avoiding counterproductive statements
 - Teaching students to set goals, by:
 - Establishing goals and monitoring progress
 - Promoting effort with contracts
 - Encouraging parental involvement
 - Training students to use positive attributions
 - Arranging counseling interventions when needed
 - Exercising care when handling serious affective disorders
 - Increasing students' personal investment in the classroom by:
 - Sharing decision making for classroom operations
 - Soliciting student feedback
 - Making learning more fun and enjoyable by:
 - Preparing more concrete, meaningful lessons
 - Creating cognitive conflict
 - Using novel ways to engage students
 - Developing gamelike activities
 - Using cooperative learning
 - Avoiding overdoing motivational attempts
 - Teaching enthusiastically
- Praising students and rewarding their efforts, by:
 - Effectively praising student effort
 - Using rewards appropriately to reinforce students' success



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Improving Attention and Memory

If students are having problems with attention:

- Have you met the preconditions for improving attention, by:
 - using the teacher presentation variables in your teaching
 - using interesting and motivating examples
 - using attention-getting demonstrations
- Have you used direct appeal
- Have you used proximity
- Have you broken up activities into smaller segments
- Have you allowed students sufficient movement
- Have you provided student activities
- Have you used classroom peers to promote attention
- Have you provided reinforcement for attention
- Have you taught self-recording strategies

If students are having problems with memory:

- Have you met the preconditions for improving memory, by:
 - ensuring students are paying attention
 - ensuring students are properly motivated
 - ensuring students have positive affect
- Have you taught metacognitive awareness of memory ("metamemory")
- Have you enhanced meaningfulness
- Have you used pictures or imagery
- Have you minimized interfering information
- Have you used enactments and manipulation
- Have you promoted active learning
- Have you increased practice
- Have you used mnemonic techniques, including the following:
 - keyword strategies
 - pegword strategies
 - letter strategies



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Teaching Study Skills

If the student is having difficulty in study skills and test-taking skills, have you tried specific strategies for teaching:

- Personal organizational skills, such as:
 - Class and time schedules
 - Daily, weekly, monthly planners, and planning
 - Task analysis
 - Homework
 - Special problems
- Listening skills, such as:
 - Prerequisite skills, including:
 - Hearing the speaker
 - Attending to the speaker
 - Understanding the speaker
 - Understanding the vocabulary
 - Recognizing and selecting important points
 - Following the sequence of ideas
 - Understanding organizational cues (*first, then*)
 - Attending to transitional statements
 - Understanding verbal emphasis cues ("This is important.")
 - Understanding nonverbal cues (extra loud speech)
 - Teach listening skills, including:
 - Provide listening activities
 - Adjust lectures
 - Special problems, such as:
 - Lack of attention to speaker (coming, maintaining, vigilance)
 - Unable to hear the speaker
 - Pace of presenter is too rapid
 - Amount of information is too great
 - Lack of prior knowledge on topic
 - Language is too difficult
 - Processing and organizing difficulties
- Note-taking skills, such as:
 - Prerequisite skills, including the following:
 - Listening skills
 - Handwriting (legibility and speed)
 - Spelling skills
 - Note-taking adaptations, including the following:
 - Provide outlines
 - Provide copies of notes
 - Keyboarding (laptop) skills
 - Provide guided notes
- Note-taking skills and strategies, including the following:
 - Be prepared
 - How to write short summaries
 - Ask questions for clarification
 - Using abbreviations
 - Choose the right format for note-taking
 - Speed and accuracy techniques
 - How to study using notes
 - The LINKS strategy
 - The AWARE strategy
 - The three-R and five-R strategies
- Special problems, including the following:
 - Speed of writing
 - Legibility of writing
 - Deciding what to write
 - Organizing paper and notes
 - Making sense of notes later
 - Incomplete notes
 - Knowing what to do with notes
 - Modifying notes later
 - Studying notes
- Library skills, such as the following:
 - Reference books
 - Indices
 - Card catalogs via computers
 - Computerized literature searches
 - Computerized searches of encyclopedias
 - Use of search engines on the World Wide Web
 - Special problems
- Writing a report and independent projects, such as the following:
 - Define the writing task
 - Select topic
 - Develop writing plan
 - Brainstorm ideas
 - Find and collect information
 - Organize ideas and information
 - Write draft of paper
 - Obtain feedback on draft
 - Revise and rewrite
 - Proof and edit final version



Inclusion Checklist

Assessment

When using and interpreting tests with students with disabilities and other special needs, have you considered:

- Different types of tests and their uses
- The reliability and validity of tests
- The use and possible adaptations of norm-referenced testing
- The use and possible adaptations of competency-based assessment
- Modifications of teacher-made and criterion-referenced tests, including:
 - General format modifications
 - True-false tests
 - Multiple-choice tests
 - Matching tests
 - Sentence completion items
 - Essay questions
 - Modify scoring procedures
- The uses of curriculum-based measurement
- The uses of performance assessment
- The uses of portfolio assessment and its special applications with students with disabilities
- Teaching test-taking skills, such as:
 - General test-taking strategies, including:
 - Academic preparation
 - Physical preparation
 - Improve attitudes
 - Reduce anxieties

- Strategies for standardized tests, such as:
 - General strategies, including:
 - Separate answer sheets
 - Elimination strategies
 - Guessing strategies
 - Using time wisely
 - Specific strategies for content area standardized tests, including:
 - Reading comprehension subtest strategies
 - Decoding subtest strategies
 - Mathematics computation subtests
 - Mathematics concepts subtests
 - Math problem-solving subtests
 - Science and social studies subtests
 - Teacher-made tests, such as:
 - Objective tests
 - Written tests
 - Sentence-completion tests
 - Short-answer tests
 - Essay tests
 - Performance-based tests
 - Other test-taking strategies, including:
 - SCORER
 - PIRATES
 - ANSWER'
- Modifications in grading and scoring



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Literacy

If the student is having difficulty in literacy, have you done the following:

Reading

- Carefully examined approaches to reading and adaptations to these approaches, including the following:
 - Basal textbook approaches
 - Whole language approaches
 - Reading Recovery approaches
 - Direct instruction approaches
- Considered adaptations for promoting word identification, such as:
 - Phonological or phonemic awareness
 - Phonics
 - Structural analysis
 - Sight words
- Considered adaptations to promote reading fluency, including the following:
 - Repeated readings
 - Curriculum-based measurement
 - Peer tutoring
 - Computer programs
- Considered technological adaptations to promote reading

Reading Comprehension

- Considered strategies for teaching reading comprehension in inclusive settings, such as:
 - Basic skills and reinforcement strategies
 - Text enhancement strategies
 - Specific reading comprehension strategies, including the following:
 - Activating prior knowledge
 - Self-generated questions
 - Summarizing and paraphrasing
 - Using story maps
 - Reciprocal teaching
- Considered instructional adaptations that facilitate reading comprehension, including the following:
 - Alternative text formats
 - Alternative presentation strategies
 - Alternative assignments

Written Expression: Handwriting

- Considered various adaptations, including the following:
 - Cursive versus manuscript
 - Provide models
 - Provide wider lined paper
 - Provide self-instructions and self-corrections
 - Provide practice tracing and copying
 - Considered technological adaptations

Spelling

- Considered strategies such as:
 - Reduce list length
 - Ensure that students can read the words
 - Provide distributed practice
 - Use peer tutoring
 - Use mnemonic strategies
 - Use self-instructional strategies
 - Teach self-monitoring strategies
 - Employ computer-assisted instruction
 - Use specialized curriculum materials
 - Employ special classroom adaptations

Written Communication

- Considered self-regulation, self-instruction, and writing strategies, such as:
 - Story grammar
 - Action words and modifiers, TREE, SPACE, and PLANS strategies
 - Compare-and-contrast essays using computers
 - Strategies for writing research reports
 - Proofreading by integrating computer and strategy use
- Specific teaching adaptations to overcome the mechanical obstacles to writing

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Mathematics

the student is having difficulty in mathematics, have you tried specific strategies for teaching:

- Beginning number concepts, including the following:
 - Direct teaching
 - Teach as language concepts
 - Manipulatives for one-to-one correspondence
- Addition, subtraction, multiplication, and division concepts
 - Direct teaching
 - Number lines
 - Base 10 blocks
 - Other manipulatives
 - Count-by strategies
- Arithmetic vocabulary concepts
 - Direct teaching
 - Manipulatives
 - Verbal elaboration
 - Mnemonics
- Writing numbers
 - Drill and practice
 - Hand-and-arm strategy for spatial orientation
- Math facts
 - Drill and practice
 - Concrete to abstract teaching
 - Touch Math
 - Increase learning time
 - Peer tutoring
 - Software
 - Independent study strategies
 - Reversible cards for addition commutativity
 - Bley and Thornton strategies (count-ons, doubles, etc.)
 - Strategies for $\times 0$, $\times 1$, $\times 2$, $\times 5$ facts
 - Bent finger strategy for $\times 9$ facts
 - Teach commutativity
 - Formative evaluation, progress charts
 - Mnemonic pegword strategies
- Calculators
 - Determine when calculators are needed
 - Use teaching materials for calculators
- Math procedures
 - Direct teaching
 - Graph paper
 - Base 10 blocks
 - Mnemonics for priority of operations
 - Demonstration Plus Permanent Model
- Self-monitoring
- Modified long division
- Problem solving
 - Concrete to semiconcrete to abstract sequences
 - Bley and Thornton problem-solving strategies
 - Seven-step self-monitoring strategy
 - Use of clue words
 - "Ask for one, tell for one" strategy
 - Highlighting
 - Imagery
 - Pictures
- Money
 - Direct teaching
 - Manipulatives
 - Coin Stamp Math
 - Counting strategies
 - Sequence of coin-counting skills
 - Strategies for making change
 - Time
 - Clock models
 - Peer assistance
 - Digital clocks
- Fractions and decimals
 - Direct teaching
 - Fraction Burger
 - Other manipulatives
 - Self-monitoring for reducing fractions
 - Decimal Squares
- Geometry
 - Manipulatives
 - Visual representations
 - Teach "big ideas"
- Algebra
 - Early concept development
 - Computation strategies
 - Algebra tiles
 - Direct teaching
 - Mnemonics for solving quadratic equations
 - Self-monitoring strategies for problem solving
- Mathematical reasoning
 - Coaching strategies
 - Provide support for inventing concepts and procedures
- Practical math
 - Appropriate curriculum materials
 - Individual or small-group teaching when needed

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Science and Social Studies

If students are having difficulty learning from textbooks, have you tried the following:

- Strategies for adapting textbook approaches, including:
 - Effective instruction using the PASS variables
 - Content enhancement and related strategies, such as:
 - Lesson organizer routine
 - Content mastery routine
 - Semantic feature analysis
 - POSSE strategy
 - Modifying worksheet activities
 - Promoting independent learning from textbooks, by:
 - Familiarizing students with text organization
 - Text structure analysis strategies
 - Highlighting and underlining strategies
 - Outlines or study guides
 - Learning strategies, such as:
 - MultiPass
 - IT FITS strategy
 - Strategies for adapting textbook materials
 - Before reading textbook activities
 - After reading textbook activities
 - Adaptations for students with severe reading problems

If students are having difficulty learning from science activities, have you tried the following:

- General laboratory adaptations, including:
 - Effective use of rules
 - Safety considerations
 - Clarifying directions
 - Stimulus enhancement
 - Preparing for spills
 - Adaptations for process skills, including:
 - Adaptations for measuring and pouring
 - Adaptations for balancing and weighing
 - Adaptations for recording data

- Adaptations for life science activities, including:
 - Activities involving plants
 - Activities involving animals
 - Activities for teaching anatomy
 - Microscope activities
 - Health considerations
- Adaptations for earth science activities, including:
 - Activities related to weather
 - Activities using rocks and minerals
- Adaptations for physical science activities, including:
 - Activities involving sound
 - Activities related to force and motion
 - Activities related to light and color
 - Activities to explore powders, mixtures, and solutions

If students are having difficulty learning from social studies activities, have you tried the following:

- General adaptation strategies, such as addressing interest areas, supplementing texts, and using a variety of resources and role-play activities
- Recommendations for specific activities, such as planning meals from other cultures or time periods, role-play and reenactment activities
- Adaptations for mapping activities
- Adaptations for field trips

If students are having difficulty learning from inquiry approaches, have you tried the following:

- Promoting active thinking with guided questioning
- Considering students' preconceptions
- Addressing problems in attention, memory, reasoning, and outerdirectedness
- Using deductive, rather than inductive, models of thinking



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Art, Music, Physical Education, Foreign Languages,
Vocational Education, and Transitions

If you are teaching other content areas, have you considered modifications for students with special needs in:

- Art education, such as:
 - Prioritize objectives
 - Adapt environment
 - Adapt instructional materials
 - Adapt instructional procedures
- Music classes
 - Prioritize objectives
 - Adapt environment
 - Adapt instructional materials
 - Adapt instructional procedures
- Physical education
 - Prioritize objectives
 - Adapt environment
 - Adapt instructional materials
 - Adapt instructional procedures
- Foreign languages
 - Prioritize objectives
 - Adapt environment
 - Adapt instructional materials
 - Adapt instructional procedures

If you are planning career and vocational education, have you considered the following:

- Career and vocational education options:
 - Agricultural education
 - Business education
 - Family and consumer sciences
 - Marketing education
 - Health occupations education
 - Technical education
 - Technology education
 - Trade and industrial education

Have you considered modifications in career and vocational education, such as:

- The PASS variables:
 - Goals and objectives
 - Environmental modifications
 - Curriculum modifications
 - Safety considerations
 - Modifying instructional materials
 - Selecting computer software
 - Instructional strategies
 - Generalizable skills

Have you considered transition education, such as the following:

- What transition means:
 - Transitions from home to preschool
 - Transitions to a new school or teachers
 - Transitions to adulthood
- Self-advocacy and self-determination preparation:
 - Assessment for transition
 - Curriculum for transition
 - Planning for graduation
 - Planning for future education
 - Planning for future job opportunities
 - Planning for independent living situations



Inclusion Checklist

Teaching Students with Other Special Learning Needs

If a student with other diverse learning needs is having difficulties in your classroom, have you tried the following?

Students with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder

- Consider the characteristics of the student, including inattention, hyperactivity, and impulsivity
- Provide general classroom adaptations for students with ADD or ADHD
 - Behavioral interventions
 - Cognitive behavioral interventions
 - Monitoring medications

Students Who Are Gifted, Creative, and Talented

- Consider the characteristics of the student, and the variety of domains in which outstanding potential may be observed
- Provide general classroom adaptations for students who are gifted, talented, and creative
 - Acceleration and enrichment
 - Instructional materials adaptations
 - Instructional procedures adaptations
 - Evaluation procedures adaptations

Students from Cultural and Linguistically Diverse Backgrounds

- Consider the characteristics of the student, and specific cultural needs
- Consider the issues associated with

overrepresentation of some minority groups in special education

- Provide a proactive, culturally pluralistic approach and avoid monocultural bias
- Recognize the needs of students from multiracial families
- Develop a plan to address linguistic diversity
- Provide fair and unbiased identification and assessment techniques
- Provide general classroom adaptations for students from culturally and linguistically diverse backgrounds

Students with Special At-Risk Factors

- Consider the characteristics of the student with at-risk factors, including abused and neglected children, homeless children, alcohol and substance abuse factors, family poverty, teenage pregnancy, and warning signs for suicide or violence
- General classroom adaptations for students with at-risk factors
 - Remediate basic skills
 - Coordinate support services
 - Involve families
 - Adapt the physical environment, instructional materials and procedures, and evaluation procedures

