The Inclusive Class

INCLUSION REFLECTION GUIDE

A professional quick-check for access, participation, and belonging.

Is it Inclusion Checklist

Use these indicators to reflect on whether a student is meaningfully included in the life of the classroom.

YES

Inclusion is evident when…

- The student spends the majority of the day in the general education classroom.
- The student's desk is included with the other groups of desks.
- The student has access to, and is included in, class lessons and activities that are adapted to meet their needs.
- The student attends outside activities with the class, such as field trips, assemblies, and recess.
- The student is a valued and respected member of the class.
- The paraprofessional facilitates access to the curriculum and classroom activities.
- The paraprofessional encourages independent work to the greatest extent possible, providing support when necessary.
- The student receives specialist support, such as speech therapy, with minimal disruption to the class routine and programs.
- The teacher can identify the student's strengths and needs.
- The student can name classmates and has many common classroom experiences.

NO

It is not yet inclusion when…

- The student spends the majority of the day in the special education classroom and goes to the general education classroom for one or two periods.
- The student's desk is away from the other groups of desks.
- The student works on their own curriculum.
- The student is given alternate activities and options with other special education students.
- The student is looked upon as helpless and dependent.
- The paraprofessional determines access to the curriculum and class activities.
- The paraprofessional does not allow the student to work independently and hovers.
- The student is pulled from the classroom to receive specialist support, such as speech therapy.
- The teacher refers to specialists and paraprofessionals regarding the student's progress.
- The student cannot name classmates and does not have many common classroom experiences.

Reflection prompt: Does the student have meaningful access, authentic participation, and a respected role in the classroom community?

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