

Is Your School Inclusive? Checklist

	Yes	No	If no, list actions that should be taken
Is there a school philosophy or mission statement in support of inclusion?			
Do staff development opportunities reflect an inclusive philosophy?			
Does the school leadership promote inclusion through written materials, presentations, and so forth?			
Do teachers use language that reflects the philosophy of inclusive education (e.g., <i>our students</i> versus <i>your students</i> or <i>my students</i>)?			
Do students with disabilities attend their neighborhood schools (the schools they would attend if they did not have a disability)?			
Are students being educated in classrooms with their same-age peers?			
Are all students participating meaningfully in curriculum and instruction?			
Do students move with peers to subsequent grade levels in school?			
Do students with disabilities have the same school day (length of day, time of arrival and departure) as those without disabilities?			
Do students use the same transportation as students without disabilities?			

(continued)

From Kluth, P. (2010). *"You're going to love this kid!": Teaching students with autism in the inclusive classroom* (2nd ed., pp. 34–35). Baltimore, MD: Paul H. Brookes Publishing Co.; adapted by permission.

In *"You're Going to Love This Kid!": A Professional Development Package for Teaching Students with Autism in the Inclusive Classroom, Facilitator's Guide*, by Paula Kluth (2011, Paul H. Brookes Publishing Co.)

Is Your School Inclusive? Checklist (continued)

	Yes	No	If no, list actions that should be taken
Do students use the same school spaces (e.g., lockers, entrances) as those without disabilities?			
Do all students participate in extracurricular activities?			
Do curricular and extracurricular activities encourage interactions between peers with and without disabilities?			
Do special and general educators collaborate to ensure the participation of all in general education classrooms?			
Do special and general educators collaborate to address individualized education program (IEP) objectives of students with disabilities?			
Do special and general educators collaborate to ensure the adaptation of the core curriculum for diverse learners?			
Do special and general educators collaborate to ensure effective instructional strategies (e.g., active learning) are implemented to support diverse learners?			
Do teachers promote self-determination (e.g., have students run their IEP meetings)?			
Are related and supplemental services provided through a transdisciplinary model?			
Are special educators, general educators, paraprofessionals, and related services professionals coplanning and co-teaching when possible?			

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