

# Inclusion Observation Checklist

Name: \_\_\_\_\_  
 Site: \_\_\_\_\_

Observer: \_\_\_\_\_  
 Date: \_\_\_\_\_

Code: + Observed  
 √ Did not observe but has occurred  
 - Did not observe and has not occurred  
 NA Does not apply or no opportunity to observe

## Basic Instructional Strategies

	Dates	Comments:	Follow-Up Comments:
1. Offers a range of appropriate materials for age group and learning tasks.	1		
2. Offers appropriate activities for child's IEP/IFSP objectives.	2		
3. Varies IEP/IFSP objectives addressed within and across the day.	3		
4. Preplans individualization within groups.	4		
5. Varies child's position every 30 minutes or as appropriate.	5		
6. Positions, handles, and moves child in the setting functional and age appropriate manner.	6		
7. Routine physical care is done in functional and age appropriate manner.	7		

	Comments:	Follow-Up Comments:
8. Uses appropriate teaching strategies for child and setting.	8	
9. Uses material cues, contingencies, and fading as appropriate.	9	
10. Uses effective prompts for age group and learning tasks.	10	
11. Uses appropriate rate of presentation.	11	
12. Child's attention span is accommodated.	12	
13. Allows child sufficient practice.	13	
14. Transitions flow smoothly without disruption.	14	
15. Uses positive methods to deal with problem behavior.	15	
16. Allows time for child to respond.	16	
17. Separates emotions from behavior management.	17	
18. Feedback is enthusiastic, sincere, specific, and positive.	18	

Circle of Inclusion

Facilitating Interactions

- 19. Encourages brief interactions among children.
- 20. Invites peers to work with the child with a disability.
- 21. Answers questions about child with disability.
- 22. Conveys respect for children.
- 23. Includes child in ongoing conversations.
- 24. Relates experiences, thoughts, and feelings on behalf of the child with a disability.
- 25. Emphasizes similarities among children.
- 26. Prompts peers to interpret nonverbal communication.
- 27. Redirects communication to child with a disability.
- 28. Teaches peers to work with child with a disability.
- 29. Teaches peers to include child with a disability in decision making and choosing activities.

	Comments:	Follow-Up Comments:
	19	
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Circle of Inclusion

30. Provides assistance without participating in child-to-child interactions.

31. Fades from children's interactions at appropriate times.

	Comments:	Follow-Up Comments:
	30	
	31	

Facilitating Instruction

32. Arranges activities to allow for choice making.

33. Uses "helpers" in accomplishing routine activities.

34. Positions child to access materials/setting/others.

35. Uses materials and activities within setting to meet child's needs.

36. Uses partial participation during activities when appropriate.

37. Utilizes incidental teaching during activities.

38. Embeds IEP/IFSP objectives into functional, naturally occurring activities.

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Circle of Inclusion

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Areas in need of improvement/training:

Self-evaluation \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Observer Initials \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Adapted from: Thompson, B., Wickham, D., Wegner, J., Ault, M., Shanks, P., & Reinertson, B., (1993). Handbook for the inclusion of young children with severe disabilities (pp. 209-213). Lawrence, KS: Learner Managed Designs.