

IS INCLUSION HAPPENING?

Whatever your role—staff member, administrator, educator, volunteer, family member—the following questions can guide reflections about inclusion in your community and help you formulate a plan for closing the gaps. Remember: Inclusion is not a program. It is a philosophy that all people have the right to belong and participate equally with their peers with the support provided to experience success.

- Do children with disabilities attend the recreation programs and neighborhood schools they would attend if they did not have disabilities?
- Do all children with disabilities participate in activities and general education classes appropriate to their chronological age?
- Do children with disabilities participate in these activities and classes on a full-time basis?
- Do children with disabilities receive the supports they need to be successful (instructional accommodations, assistive technology, augmentative communication, adult and peer assistance)?
- Is training provided to staff, volunteers, families and community on topics relevant to inclusion and best practices?
- Do students with disabilities use the same places and services as other students (regular transportation, cafeteria, etc.)?
- Do staff and volunteers receive the supports necessary to successfully teach and/or engage all children in their activities or classrooms (planning time, consultation and collaboration with professionals)?



- Does the organization or school have a mission statement and philosophy that actively promotes inclusion?
- Do students with disabilities participate as members of their own planning teams and assume leadership roles on their teams as they grow older?
- Are support and placement decisions top priorities?
- Does the organization or school have a leadership team or inclusion task force to address the issues indicated by “no” answers on this list?



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