

Inclusion Readiness Assessment

Student's Name:	School:
Date of Birth:	District:
Age:	Grade:
Classification(s):	Completed by:
	Date:

Designing the Instructional Environment

Environmental Supports: Predict Events and Activities	Is the student's environment predictable (e.g. activity schedules available, use of social stories)?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Are the daily schedule and routines displayed visually in the classroom?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Are social stories or similar devices (e.g., comic strips) used to teach appropriate and inappropriate behavior and responses in different situations? Are opportunities provided to review the stories on a regular basis?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Are schedules and other visual supports used consistently in the classroom?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Are routines taught, reviewed, and reinforced throughout the year?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
Environmental Supports: Anticipate Change	Is the student provided notice of when the schedule will change (e.g. verbal warning or use of a special symbol)?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Is there a process in place to assist with transitions from one activity/place to the next activity/place?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3
	Is the student provided with a warning before a task ends?	<i>No</i> 0	<i>Minimally</i> 1	<i>Partially</i> 2	<i>Yes</i> 3

Environmental Supports: Expectations	Are there 3-5 clearly stated, specific behavioral expectations outlined for the class? Are they developmentally appropriate?	No 0	Minimally 1	Partially 2	Yes 3
	Is there a plan in place regarding how classroom expectations will be taught (e.g., add visuals, reviewed daily with student)?	No 0	Minimally 1	Partially 2	Yes 3
	Are visual cues presented throughout the student's environment to remind them of behavioral expectations?	No 0	Minimally 1	Partially 2	Yes 3
Environmental Supports: Maintaining Positive Behaviors	Is positive reinforcement used consistently throughout the day when appropriate behavior occurs?	No 0	Minimally 1	Partially 2	Yes 3
	Does it occur at a rate of at least a four to one ratio of acknowledgement to behavior correction?	No 0	Minimally 1	Partially 2	Yes 3
	Is the use of natural reinforcers encouraged if appropriate?	No 0	Minimally 1	Partially 2	Yes 3
	Is the student provided with feedback (when functionally appropriate) when their behavior is inappropriate? Is the feedback provided both visually and verbally?	No 0	Minimally 1	Partially 2	Yes 3
Physical Features	Is the student provided with choices of other behaviors they could engage in that are more appropriate to the situation?	No 0	Minimally 1	Partially 2	Yes 3
	Is there a quiet, safe place in the classroom where the student can retreat if they are feeling overwhelmed and/or overstimulated?	No 0	Minimally 1	Partially 2	Yes 3
	Is the physical environment appropriate for the student (e.g. placement of student's desk)? Are supports accessible (e.g., bathroom, break area)?	No 0	Minimally 1	Partially 2	Yes 3
	Are the materials in the classroom appropriate for the student's individual needs? Are the materials available and out of the way?	No 0	Minimally 1	Partially 2	Yes 3
	Are the student's specific sensory needs (e.g. light/noise sensitivities) taken into consideration in the classroom?	No 0	Minimally 1	Partially 2	Yes 3

Instructional Environment: / 57 = %

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Designing Instructional Activities and Methods

Time	Is the student able to have more time if necessary to process information?	No 0	Minimally 1	Partially 2	Yes 3
	Is there sufficient time in the teacher's/staff's schedule to modify materials as necessary before being presented to the student?	No 0	Minimally 1	Partially 2	Yes 3
Presentation Style	Is there an emphasis on presentation styles that enhance social interaction e.g., cooperative and small group activities?	No 0	Minimally 1	Partially 2	Yes 3
	Is there an emphasis on providing instruction both visually and verbally?	No 0	Minimally 1	Partially 2	Yes 3
Free Time	Are there activities available in the classroom to engage in after academic work is completed?	No 0	Minimally 1	Partially 2	Yes 3
	Does the student know where these activities are and how to appropriately engage in them?	No 0	Minimally 1	Partially 2	Yes 3
Academic Engagement	Is the student's comprehension of a task checked (i.e. by asking questions about the assignment/task or having the student repeat the instructions)?	No 0	Minimally 1	Partially 2	Yes 3
	Is the student's area of interest used as reinforcement for productivity? Is their interest used in a way to motivate them to learn new things?	No 0	Minimally 1	Partially 2	Yes 3
	Are students in the classroom reinforced/praised for being on task?	No 0	Minimally 1	Partially 2	Yes 3
Opportunities to Respond	Are there frequent opportunities to engage in the lessons/respond (e.g., use of cooperative learning or peer tutoring)?	No 0	Minimally 1	Partially 2	Yes 3

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Curriculum	Are tasks broken down into smaller steps when necessary? Are tasks modified or made easier when necessary?	No 0	Minimally 1	Partially 2	Yes 3
	Are choices provided across multiple contexts throughout the day? Is there a plan in place to incorporate choices into the classroom routine and within each activity?	No 0	Minimally 1	Partially 2	Yes 3
	Have alternative outcomes for assignments been determined if necessary based on the student's individual needs?	No 0	Minimally 1	Partially 2	Yes 3
	Are the student's individual goals matched to the activities and curriculum of the classroom? Are activities developed for the class that incorporate the student's goals?	No 0	Minimally 1	Partially 2	Yes 3
Interaction Style	Are instructions clear and concise? Concrete and specific?	No 0	Minimally 1	Partially 2	Yes 3
	Is a calm voice used when speaking to a student in a difficult situation?	No 0	Minimally 1	Partially 2	Yes 3
	Are instructions for task and activities presented in more than one manner (e.g. verbally, visually, and/or pictorially)?	No 0	Minimally 1	Partially 2	Yes 3

Instructional Activities and Methods: ___/51 = ___%

Skills to be Taught

Teaching New Skills	Are there opportunities to practice new skills?	No 0	Minimally 1	Partially 2	Yes 3
	Are skills taught more than one time?	No 0	Minimally 1	Partially 2	Yes 3
	Are skills taught one-on-one if necessary before generalized into a group setting?	No 0	Minimally 1	Partially 2	Yes 3
	Is there a plan for fading prompting?	No 0	Minimally 1	Partially 2	Yes 3
	Are the least intrusive prompts (visual or gestural) used when assistance is provided?	No 0	Minimally 1	Partially 2	Yes 3

Social Skills	Are appropriate interactions modeled, role-played, and discussed? Is the student provided with both good and bad examples of social interactions in multiple settings?	No 0	Minimally 1	Partially 2	Yes 3
	Has the student been provided with social scripts for various settings? Are they prompted to use these scripts in real-life situations?	No 0	Minimally 1	Partially 2	Yes 3
	Is the student provided with many opportunities to prepare and practice for upcoming social events?	No 0	Minimally 1	Partially 2	Yes 3
	Are the consequences of the student's social behavior and the perspectives of other individuals discussed on a regular basis?	No 0	Minimally 1	Partially 2	Yes 3
	Are opportunities for social interactions embedded within instructional activities?	No 0	Minimally 1	Partially 2	Yes 3
Behavioral Goals	Are there antecedent (prevention) strategies in place to make the student's environment more manageable and to prevent problem behavior from occurring?	No 0	Minimally 1	Partially 2	Yes 3
	Are the student's challenging behaviors monitored through data collection? Is there a behavior support plan that is developed from data collected on the student's challenging behaviors?	No 0	Minimally 1	Partially 2	Yes 3
	Are there strategies in place to assist with repetitive/preservative behaviors (e.g. using a timer to limit the amount of time spent on one topic, directing the student to specific time to talk about this)?	No 0	Minimally 1	Partially 2	Yes 3
	Is there a plan in place to teach replacement behaviors?	No 0	Minimally 1	Partially 2	Yes 3
	Is staff trained on the interventions outlined in the behavior plan?	No 0	Minimally 1	Partially 2	Yes 3
Skills to be Taught: ___/45 = ___%					

Team Collaboration and Systemic Support

Systemic Support	Is the staff working with the student provided with adequate planning time and access to materials?	No 0	Minimally 1	Partially 2	Yes 3
	Does all staff working with the student have access to the IEP? Are they informed of their responsibilities related to the student's IEP?	No 0	Minimally 1	Partially 2	Yes 3
	Are staff ratios sufficient to achieve IEP goals?	No 0	Minimally 1	Partially 2	Yes 3
	Do paraprofessionals receive direct and specific instruction and supervision regarding IEP responsibilities?	No 0	Minimally 1	Partially 2	Yes 3
	Are all of the individuals working with the student (i.e. teachers, paraprofessionals) trained on best practices for serving the student?	No 0	Minimally 1	Partially 2	Yes 3
	Are there opportunities for professional development in topics related to autism spectrum disorders provided throughout the year?	No 0	Minimally 1	Partially 2	Yes 3
	Is ongoing support and technical assistance to problem solve concerns available to staff?	No 0	Minimally 1	Partially 2	Yes 3
Collaboration: Home and School	Is there a plan in place to encourage active parental involvement?	No 0	Minimally 1	Partially 2	Yes 3
	Has a team and a regular meeting time been established?	No 0	Minimally 1	Partially 2	Yes 3
Collaboration: Peers	Have other peers in the classroom been taught about disability awareness?	No 0	Minimally 1	Partially 2	Yes 3
	Has the role of the student's peers in the plan been determined?	No 0	Minimally 1	Partially 2	Yes 3
	Do classmates know how to appropriately interact with the student?	No 0	Minimally 1	Partially 2	Yes 3

Team Collaboration and Systemic Support: ___/36 = ___%

Monitoring Plan Implementation

		<i>No</i>	<i>Minimally</i>	<i>Partially</i>	<i>Yes</i>
Inclusion Plan	Has a plan been established to monitor the inclusion plan, including what methods will be used to monitor and how often?	0	1	2	3
Academic Progress	Is the student's academic progress (based on the IEP) monitored on a regular and consistent basis?	0	1	2	3
	Has a method been determined to track and evaluate progress?	0	1	2	3
Behavior Plan	Is the behavior support plan monitored on a regular basis?	0	1	2	3
	Is the integrity of the plan monitored (e.g. consistency of using techniques)?	0	1	2	3
	Is the student provided with opportunities to self-monitor their own behavior (i.e. checklists, a notebook)?	0	1	2	3

Monitoring Plan Implementation: ___/18 = ___%

Instructional Environment	___%				
Instructional Activities and Methods	___%				
Skills to be Taught	___%				
Team Collaboration and Systemic Support	___%				
Monitoring Plan Implementation	___%				
				Total	___/207 = ___%
				Readiness for Inclusion	

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