



teachers guide: membership

Assessing and Strengthening the Foundation Module

Teachers:

Use this checklist to guide your classroom inclusion practices. These indicators will help you think about and plan for ways to promote membership in your classroom. Answer the questions from the perspective of a child with special needs.

QUESTION	CIRCLE BELOW	IF NO, WHAT IS THE PLAN?
Do I have a cubby or place to put my coat and backpack just like my classmates?	yes no	
Do I have a seat at circle that includes all the items my classmates have like a carpet square and name tag?	yes no	
Do I have a classroom job just as my classmates?	yes no	
Do I get to take a turn during group activities?	yes no	
Do I have the opportunity to participate in "messy" activities when available, even though I may be a little messier than others?	yes no	
During regular activities am I in a similar position to my classmates (i.e. my classmates are standing-I am standing, etc.)?	yes no	
Can I physically get to all the activities in the classroom (reach into the sensory table, get toys from shelves)?	yes no	
Is there something I know how to use and can use independently in each learning center?	yes no	
Do I have the opportunity to sometimes be in the front and middle of the line during transitions?	yes no	
Am I usually participating in the same or similar activities as my classmates (though they might be adapted)?	yes no	
Do I have the chance to be the "helper" on occasion?	yes no	
Am I an active participant in classroom activities (not just an observer)?	yes no	
Do my teachers and classmates talk to me, ask me questions, play with me?	yes no	
Do I have friends in my class?	yes no	