

Team Tool for Reflection on Inclusion

Utilize the following questions for reflection, rating (of self, school, or team), and identifying areas for further action.

1. What percentage of our students with special education needs are served entirely in the general education classroom? ___ Fewer than 20%; ___ 20–50% ;___ 51–80%; ___ 80–99%; ___ 100%
2. What percentage of our English learners receive ESOL services entirely in the general education classroom? ___ Fewer than 20%; ___ 20%–50%; ___ 51%–80%; ___ 80%–99%; ___ 100%
3. For our English learners with special education needs, are services provided in the general education setting? To what extent?
4. How often do special education and ESOL personnel collaborate?
5. Are students with disabilities ever excluded from their peers for educational or behavioral purposes? If so, when? How often? Can services be delivered differently?
6. Are English learners with disabilities ever unable to participate in direct instruction due to language or disability? If so, when? How can we better facilitate their participation?
7. Are English learners with disabilities ever unable to participate in group or partner work, or other collaborative learning opportunities, due to language or disability? If so, when? How can we better facilitate their participation?
8. Are English learners with disabilities ever unable to participate in classroom-based assessments due to language or disability? If so, when? How can we better facilitate their participation?
9. Do English learners with disabilities experience difficulty interacting with peers socially (e.g., at recess, during lunch, and in the hallway) as a result of language barriers or disability? If so, when? How can we facilitate their successful interaction with peers?
10. Do I/we believe our school is inclusive? If so, why? If not, why not?