

Integration Checklist

School: _____

Date: _____

Classroom: _____

<p style="text-align: center;">Go with the Flow</p> <p><input type="checkbox"/> Does the student enter the classroom at the same time as classmates?</p> <p><input type="checkbox"/> Is the student positioned so that she or he can see and participate in what is going on?</p> <p><input type="checkbox"/> Is the student positioned so that classmates and teachers may easily interact with her or him (e.g. without a teacher between the student and classmates, not isolated from classmates)?</p> <p><input type="checkbox"/> Does the student engage in classroom activities at the same time as classmates?</p> <p><input type="checkbox"/> Is the student involved in the same activities as classmates?</p> <p><input type="checkbox"/> Does the student exit the classroom at the same time as classmates?</p>	<p style="text-align: center;">Talk Straight</p> <p><input type="checkbox"/> Does the student have a way to communicate with classmates?</p> <p><input type="checkbox"/> Do classmates know how to communicate with the student?</p> <p><input type="checkbox"/> Does the student greet others in a manner similar to that of classmates?</p> <p><input type="checkbox"/> Does the student socialize with classmates? Is this socialization facilitated?</p> <p><input type="checkbox"/> Do teachers and support staff give the same type of feedback (e.g., praise, discipline, attention) to the student as to classmates?</p> <p><input type="checkbox"/> If the student uses an alternate communication system, do classmates know how to use it?</p> <p><input type="checkbox"/> Do teachers know how to use the alternative communication system?</p> <p><input type="checkbox"/> Is the alternative communication system always available to the student?</p>
<p style="text-align: center;">Act Cool</p> <p><input type="checkbox"/> Is the student actively involved in class activities (e.g., asks/answers questions, plays a role in group activities)?</p> <p><input type="checkbox"/> Is the student encouraged to follow the same classroom and social rules as classmates (e.g., hugs only when appropriate, stays in seat during instruction)?</p> <p><input type="checkbox"/> Is the student given assistance only as necessary, and is assistance faded as soon as possible?</p> <p><input type="checkbox"/> Are classmates, not just teachers, encouraged to provide assistance to the student (e.g., transitions to other classrooms, with the classroom)?</p> <p><input type="checkbox"/> Are classmates encouraged to ask for assistance from the student?</p> <p><input type="checkbox"/> Is assistance provided for the student by the classroom teacher?</p> <p><input type="checkbox"/> Does the student use the same or similar types of materials during classroom activities as classmates (e.g., celebrity notebooks, school mascot folders)?</p>	<p style="text-align: center;">Look Good</p> <p><input type="checkbox"/> Is the student given the same opportunity to attend to her or his appearance as classmates (e.g., use locker mirror between classes)?</p> <p><input type="checkbox"/> Does the student have accessories that are similar to those of classmates (e.g., oversize tote bags, friendship bracelets, hair jewelry)?</p> <p><input type="checkbox"/> Is the student's dress age-appropriate?</p> <p><input type="checkbox"/> Is clothing for activities age-appropriate (e.g., napkins not bibs, "cool" paint shirts)?</p> <p><input type="checkbox"/> Are personal belongings carried discreetly?</p> <p><input type="checkbox"/> Is the student's equipment kept clean?</p> <p><input type="checkbox"/> Is the student's hair combed?</p> <p><input type="checkbox"/> Are the student's hands clean and dry?</p> <p><input type="checkbox"/> Is the student's clothing changed as necessary to maintain a neat appearance?</p> <p><input type="checkbox"/> Does the student use chewing gum, breath mints and breath spray if needed?</p>

Figure 1.6. Integration Checklist. (From *Integration Checklist: A Guide to Full Inclusion of Students with Disabilities*. [1989]. Minneapolis; University of Minnesota. Institute on Community Integration; reprinted by permission.)