



FIDELITY CHECKLIST AND REFLECTION TOOL: The Fundamentals of Inclusive Education

PURPOSE: This self-check will help you determine where your team is currently performing in regards to the Fundamentals of Inclusive Education.

INSTRUCTIONS: Complete the [Fundamentals of Inclusive Education training](#), and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the [Guide to Implementation](#) as tools to increase your team’s fidelity in implementing the practices associated with the Fundamentals of Inclusive Education. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months to document your progress.

In the course of your regular job performance, how often would you say you observe the following?

Date: _____

Fundamentals of Inclusive Education Practices	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. Students have an inclusive vision statement on their Individualized Education Programs (IEPs).				
2. Students’ membership reflects the same symbols of belonging as students without disabilities.				
3. Students with complex access needs are asked to play/hang out at school by students without disabilities.				
4. Students with complex access needs share time and activities outside of school with students from their general education class.				
5. Students with complex access needs learn in heterogeneous general education classes at least 80% of their day.				
6. Students participate in general education classroom instruction in ways that are commensurate with the students without disabilities (e.g., in reading groups, science labs, social studies, Socratic seminars, art activities).				
7. Students with complex access needs have a way to communicate about age-appropriate social and academic topics.				
8. School administrators demonstrate leadership related to inclusive education.				
9. School staff says that their administrators provide essential resources (e.g., planning time, professional development, assistive technology software/apps) for successful inclusion.				
Add up all points above to determine your current fidelity score:				

Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

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7. Students with complex access needs have a way to communicate about age-appropriate social and academic topics.
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9. School staff says that their administrators provide essential resources (e.g., planning time, professional development, assistive technology software/apps) for successful inclusion.