

Table 2-2	
Student Behaviors That Facilitate Inclusion Success	
STUDENT NAME: _____	DATE: _____
Indicate mastery level of each inclusion behavior. If behavior is not mastered or emerging, indicate the supports that are needed.	
INCLUSION BEHAVIORS	NEEDS
<b>Complies with teacher commands</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expresses strong need for routine or “sameness”</li> <li><input type="checkbox"/> Asks repetitive questions</li> <li><input type="checkbox"/> Interprets words or conversations literally/has difficulty understanding figurative language</li> <li><input type="checkbox"/> Displays poor problem-solving skills</li> <li><input type="checkbox"/> Exhibits rage reactions or “meltdowns”</li> </ul>	<b>Instruction/Supports Needed</b>
<b>Follows established classroom rules</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has problems handling transition and change</li> <li><input type="checkbox"/> Has difficulty stopping a task before it is completed</li> <li><input type="checkbox"/> Displays poor problem-solving skills</li> <li><input type="checkbox"/> Displays typical activity level</li> <li><input type="checkbox"/> Exhibits rage reactions or “meltdowns”</li> </ul>	<b>Instruction/Supports Needed</b>
<b>Produces work corresponding with ability and skills level</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays poor problem-solving skills</li> <li><input type="checkbox"/> Has poor organizational skills</li> <li><input type="checkbox"/> Is easily distracted by unrelated details</li> <li><input type="checkbox"/> Displays weakness in reading comprehension with strong word recognition</li> <li><input type="checkbox"/> Knows many facts and details but has difficulty with abstract reasoning</li> <li><input type="checkbox"/> Recalls information consistently</li> <li><input type="checkbox"/> Has poor handwriting</li> <li><input type="checkbox"/> Writes slowly</li> <li><input type="checkbox"/> Has difficulty starting or completing actions</li> </ul>	<b>Instruction/Supports Needed</b>

<b>Table 2-2 (continued)</b>	
<b>Student Behaviors That Facilitate Inclusion Success</b>	
<b>INCLUSION BEHAVIORS</b>	<b>NEEDS</b>
<b>Attends to and follows oral instructions given for assignments</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets words or conversations literally/has difficulty understanding figurative language</li> <li><input type="checkbox"/> Has problems handling transition and change</li> <li><input type="checkbox"/> Has difficulty following instruction</li> <li><input type="checkbox"/> Has difficulty understanding language with multiple meanings, humor, sarcasm, or synonyms</li> <li><input type="checkbox"/> Has attention problems</li> <li><input type="checkbox"/> Has difficulty starting or completing actions</li> </ul>	<b>Instruction/Supports Needed</b>
<b>Expresses anger appropriately</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty expressing thoughts and feelings</li> <li><input type="checkbox"/> Is easily stressed – worries obsessively</li> <li><input type="checkbox"/> Exhibits rage reactions or “meltdowns”</li> </ul>	<b>Instruction/Supports Needed</b>
<b>Interacts with peers without becoming hostile and angry</b>	●—————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty recognizing the feelings and thoughts of others</li> <li><input type="checkbox"/> Uses poor eye contact</li> <li><input type="checkbox"/> Has difficulty maintaining personal space</li> <li><input type="checkbox"/> Lacks tact or appears rude</li> <li><input type="checkbox"/> Has difficulty making or keeping friends</li> <li><input type="checkbox"/> Has difficulty joining an activity</li> <li><input type="checkbox"/> Has difficulty understanding others’ nonverbal communication</li> <li><input type="checkbox"/> Has difficulty understanding jokes</li> <li><input type="checkbox"/> Has difficulty talking about others’ interests</li> <li><input type="checkbox"/> Exhibits rage reactions or “meltdowns”</li> <li><input type="checkbox"/> Has difficulty tolerating mistakes</li> </ul>	<b>Instruction/Supports Needed</b>

Table 2-2 (continued)	
Student Behaviors That Facilitate Inclusion Success	
INCLUSION BEHAVIORS	NEEDS
Regulates behavior in non-classroom settings	●————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <input type="checkbox"/> Has difficulty understanding the connection between behavior and resulting consequences <input type="checkbox"/> Exhibits rage reactions or “meltdowns” <input type="checkbox"/> Is easily stressed – worries obsessively <input type="checkbox"/> Has low frustration tolerance <input type="checkbox"/> Has difficulty tolerating mistakes	<b>Instruction/Supports Needed</b>
Responds appropriately to peer pressure pertaining to classroom rules	●————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <input type="checkbox"/> Exhibits rage reactions or “meltdowns” <input type="checkbox"/> Has difficulty understanding jokes <input type="checkbox"/> Has difficulty understanding language with multiple meanings, humor, sarcasm, or synonyms	<b>Instruction/Supports Needed</b>
Requests assistance in an appropriate manner when needed	●————● Not mastered    Emerging    Mastered
<b>Underlying Needs/Challenges</b> <input type="checkbox"/> Has difficulty applying learned skills in new settings <input type="checkbox"/> Has difficulty tolerating mistakes <input type="checkbox"/> Has difficulty managing stress and/or anxiety	<b>Instruction/Supports Needed</b>

**Note.** From “Introduction to Assessment: Screening and Evaluation,” by B. S. Myles, R. Aspy, and B. G. Grossman, in press. In B. G. Grossman, R. Aspy, & B. S. Myles (Eds.). *Transdisciplinary evaluation of autism spectrum disorders: From diagnosis through program planning*. Shawnee Mission, KS: AAPC. Copyright in press by AAPC. Reprinted with permission.