

IS YOUR CLASSROOM THRIVE-ALIGNED?

This checklist is designed to help teachers determine how closely their current classroom practices are aligned with The Ability Challenge's THRIVE Framework for inclusive education. For more information, visit [HTTPS://THEABILITYCHALLENGE.ORG/OUR-APPROACH](https://theabilitychallenge.org/our-approach).

.....

Your classroom is THRIVE aligned if:

Culture of Inclusion

- You demonstrate and explicitly teach that supporting diverse learners is everyone's responsibility (e.g., peers helping peers, celebration of differences, class agreements)
- All students participate fully in classroom activities and routines (e.g., materials are physically accessible, learning spaces are flexible, and technology is available)
- You collaborate regularly with a variety of colleagues to support student learning
- You actively address bias and promote inclusive language and practices
- You gather and respond to student feedback about their learning needs

Student-Centered Curriculum & Instruction

- Each lesson has a written objective that you discuss with students at the start and end of class
- When teaching new content, you combine verbal explanations with visual aids, models, and hands-on activities
- You offer flexible options for students to demonstrate learning (e.g., writing, typing, recording audio/video, creating visuals)
- You use data from regular formative assessments to adjust instruction
- You implement evidence-based practices for differentiation and specialized instruction
- You ensure students with disabilities can access grade-level content through appropriate supports (e.g., graphic organizers, word banks, breaks, integration of universal design)
- You regularly check student understanding through exit tickets, quick writes, or other brief assessments

Shared Understanding of Special Education Needs

- You understand and consistently implement accommodations, modifications, and learning support as outlined in IEPs and 504 plans
- You maintain clear documentation of student progress toward IEP goals
- You know how specific disabilities impact learning and adjust instruction accordingly
- You participate actively in the IEP process and team meetings
- You know your legal responsibilities in supporting students with disabilities

Equitable Resource Management

- You maximize support staff roles (co-teachers, paraprofessionals, service providers) effectively
- You follow school procedures for identifying and supporting struggling students
- You collect and share meaningful data about student progress and intervention effectiveness
- You request a special education evaluation when you suspect a student may have a disability
- You integrate related services into classroom routines when possible

Meaningful Family Partnerships

- You communicate proactively with families about student progress using their preferred method
- You ask families about strategies that work at home and incorporate them when possible
- You share specific examples of student work and learning with families
- You respond promptly to family concerns and requests for information
- You approach family partnerships with cultural awareness and empathy