State-of-the-Art Classroom Rubric/Tool: Autism and Intellectual Disabilities
Mo Buti

In the field of special education for over 27 years. Have been Special education teacher, an administrator over Autism and Intellectual Disabilities for the Chicago Public Schools, Director of Program Development for Neumann Family Services. Currently an autism educational consultant and international presenter (www.AiepAutsim.com).
Who are you???????

- OT?
- PT?
- Speech?
- Assistive tech specialist?
- Special education teacher?
- Social worker?
- Psychologist?
- Administrator?
- General education teacher?
- Parent?
- Para professional/aide/assistant?

Who else?????????
How did this tool come about?
Uses

• Administrators
• Teachers self assessment
• Support staff: building capacity and consistency amongst programs.
School Environment and Culture
The inclusion of students with disabilities within the school community is part of the school's vision/mission.

(view the school mission statement)
The school uses person first language.

(observations and discussions with various staff within the building)
School staff speak directly to the students with disabilities and not to the adult that might be with them.

(observations of various staff as they interact with students)
Ongoing training to all staff in the school on special education and disability specific evidence based strategies.

(review list of professional development the school staff has received)
Parents of students with disabilities are included and recognized within the school community.

(review school wide communications)
Environment and Structure
2a. The classroom is organized and clutter free.

* Materials are labeled and organized.
* Materials are accessible for teachers and students.
* Materials are stored where they will be used.
* Similar materials are stored/grouped together.
* The room is attractive, clean, and clutter free.
* Distracting materials are out of sight.
Instructional items organized in bins. Bins labeled as to what is in them. Items are accessible.
Areas labeled and instructional tasks in boxes grouped together and labeled on shelves.
Organized, clutter free, and labeled.
Curtain used to cover distracting materials.
Paper used to cover distracting materials.
2b. The classroom has clearly defined areas.

*Classroom is clearly defined/segmented (tape, signs, labels, positioning of furniture) designated areas are apparent upon entry to room.
Physical Visual Boundaries

...should be clearly defined through the arrangement of any of the below.

- Carpet/ carpet squares
- Book shelves/ book cases
- Tape on the floor/ post-it notes on floor
- Tables
- Separate rooms
- Desks
- Chalk boards
- Display boards
- Hula hoop on floor
- Containers
- Room dividers/ office panels
- Study carrels
- File cabinets
- Placemats
- Curtains, shower curtain
- Tent
Individual Work Areas

Group Work Area

Dividers used to segment areas

Dividers used to segment areas
Areas defined.

- Dividers around reading area
- Divider separating area
- Individual work areas
Work stations are defined. Organized and labeled.
Areas defined by book shelves, labeled and organized.
Door labeled with activities that would occur outside the class. Rug is used to define area to line up.
Areas defined with tape.
Can use dry erase marker or chalk to segment space
2c. The classroom needs appropriate lighting conducive to the learning of the students in the class.

- Fluorescent lighting can be a significant source of extraneous stimuli and students might hear a light soft hum from the lighting.
- Incandescent lamps and fixtures can be a good source of lighting.
- Natural lighting can be a good source of light. To combat the distracting and debilitating effects of direct or indirect glare, shades, baffles, or lenses are installed on the fixture to diffuse the light. If windows and skylights are not designed effectively, day lighting can create problematic glare.
2d. The furniture is age/size-appropriate and accessible.

Yes or No
2e. Sensory- calming/sensory area present & sensory items are available

• There is a designated space in the room where students can have time to calm down, maintain, or control themselves.

• Students can choose this area when needed, there may be scheduled times to use, or adult directed times as well.

• Sensory materials are available and present in this area. Sensory activities may also be built into instruction (examples: movement among tasks, heavy work-load activities, etc)
Sensory integration refers to how people use the information provided by all the sensations coming from within the body and from the external environment. These work together to give us a reliable picture of the world and our place in it. Because our brain uses information about sights, sounds, textures, smells, tastes, and movement in an organized way, you assign meaning to your sensory experiences, and you know how to respond and behave accordingly.
Sensory Deficits

Some children with disabilities have great difficulty figuring out what is going on inside and outside their bodies because they can't rely on their senses to give them an accurate picture of the world, they don't know how to behave in response, and they may have trouble learning and behaving appropriately.
Sensory Needs

Sensory input may not be registered correctly by the child’s brain therefore needing more or less of one of their sensory inputs.

Proprioception- (body awareness)
Vestibular- (balance)
Tactile- (touch)
Olfactory- (smell)
Gustatory- (taste)
Auditory- (hearing)
Visual- (sight)
Sensory Area
Sensory Area
Sensory Items
Sensory area
2f. Transitions are short and structured and not excessive.

*Classroom transitions are appropriately structured for student’s needs (transition items used, first-then language and visuals used, cues, etc). Students are prepared for transitions (predictability, timers, visuals, etc.).

*Transitions occur quickly without wait time. Students are prepared for transitions when possible. Students transition independently as possible.

*The majority of the school day is devoted to instruction. (as indicated in an IEP as to how many transitions a child can tolerate and how transitions should occur).
Use of a timer to assist with transitions
Use of “first – then” system to assist with transitions
"first you do ____, then you do ____", rather than
"if you do ____, then you can do ____".
These cues can be used to show change. They can be a visual warning that something is going to be different.

Thunder tube at www.scientificonline.com
• 2g. Classroom schedule is posted and utilized

• 2h. Individual schedules are utilized

*Classroom and individual schedules are consistent, clear, predictable, and present in a format that is meaningful to the students in the class (objects, pictures, words, tactile, etc).

*Students preview and review schedule periodically.

*Sequencing concepts are taught and implemented (first, then, start, finished, etc).
Schedules are not crutches which need to be gradually weaned off.

Think of a schedule as something that is needed……just work on making them more sophisticated and age appropriate as the child gets older.
Student schedules
Student schedules
Student schedules
Individual student schedule

Today is Thursday

- Math class
- Calendar
- Computer
- Reading class
- Lunch time

finished
### Individual Student Schedule

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2i. Students are informed and prepared when there are changes or modifications in their daily schedules.

(NV- if there were no changes being made)

* Changes in schedules are highlighted within schedules with as much advanced warning as possible to prepare students for any altering of their schedule.

* Additional attention is provided to teach children to transition during changes.
Use the universal sign for no, not today, canceled, not a choice to indicate when there is a change.
These cues can also be used to show change. They can be a visual warning that something is going to be different.

Thunder tube at www.scientificonline.com
This is another form of a visual that may be used upon a change.
2j. Classroom materials are accessible.

- Materials are placed where students can access them. Classroom materials are within the visual view of all students.
Evacuation plan is available with list of students who will need special provisions in order to safely evacuate. Each student’s schedule includes their location and time of the day, along with staff assigned to students. The plan should state each person’s function in assisting during an evacuation. These plans are kept in a place that is known to school administration.
2l. The classroom is located by other classrooms of their grade appropriate non-disabled peers.

Yes  or  No

2m. The classroom size is conducive to learning.

Yes  or  No
Behavior
3a. Classroom rules are positively stated and posted in meaningful formats of each.

*Classroom rules are positively stated and posted.
*Rules are represented in a manner that is meaningful to students. Expectations are high.
*Rules are addressed and referenced throughout the day. (if IEP indicates the need for visual representation)
Classroom rules

Classroom Rules

Looking Eyes
Listening Ears
Quiet Mouths
Helping Hands
Walking Feet

I sit on my bottom.

Happy Home Fairy

Classroom Rules

Helping Hands
Listening Ears
Quiet Voices
Looking Eyes
Walking Feet
3b. Reinforcements for students are utilized to maximize on-task behavior and task completion.

- Positive reinforcements are individually identified and used to maximize student’s on-task behavior and task completion.
- These reinforcements are updated when the student no longer responds positively.
- Students are provided frequent feedback on appropriate behaviors and task completion and high levels of reinforcements are present.
- Students are aware of what they are working for. (Reinforcements specific to BIP per IEP are observed)
Reinforcement Inventory

1. What is his/her favorite food?
2. What is his/her favorite toy?
3. What is his/her favorite song?
4. What is his/her favorite TV show?
5. What is his/her favorite music?
6. What is his/her favorite thing to spin?
7. What is his/her favorite object?
8. What is his/her favorite thing to drink?
9. What is his/her favorite character?
10. What is his/her favorite game?
11. What is his/her favorite book?
12. What is his/her favorite person to interact with?
13. What is his/her favorite thing to wear?
14. What is his/her favorite thing to spin?
15. What is his/her favorite thing to look at?
3c. Interventions indicated in students’ behavior intervention plans (BIP per IEPs) are being utilized and monitored through data.

Yes or No

(N/A if no BIP plans are in students IEPs or NV if no interventions are needed during observation)
3d. All adults provide consistent, well planned reinforcements for appropriate behaviors and consequences for inappropriate behaviors.

- All adults consistently follow-through with planned consequences for both appropriate and inappropriate behavior (planned ignoring, redirecting, work systems, data, etc).
- Adults reinforce students for appropriate behavior as consistently as they notice target problem behaviors.
- All adults are aware of any behavior plans, student reinforcements, and when data needs to be taken.
3e. Adults utilize high rates of praise and positive interactions.

- Positive feedback is provided for acceptable behavior at a 5 to 1 ratio.
- Requests are stated in a positive manner.
- Redirection may be used rather than reprimand.
- Adults reinforce student’s positive behaviors rather than reprimand other student’s misbehaviors.
**Positive**

Great job  
Way to go  
Super job  
Keep going  
Keep up the great work  
You are doing a great job  
I like how you are working

---

**Negative**

No  
No way!  
Stop  
Bad  
Not good  
I don’t like how you are working  
Don’t do that
3f. Tangible reinforcements are faded to more natural social reinforcements.

*Instruction demonstrates intentional systematic fading of prompts.
*Reinforcers are consistently paired with natural consequences.
*As often as possible, naturally occurring reinforcers (completion of assignments, good grades, making teacher happy, etc.) are used to increase student learning and performance.

(may not be able to be observed within one visit.)
• 3g- Individual student schedules are utilized

• 3h- Students are informed and prepared when there are changes or modifications in their daily schedules.

**** these are found in multiple sections
• 3i- Students errors are systematically corrected.

• 3j- a calming/sensory area is present and sensory items are available.

**** found in multiple sections
Communication
All students have a functional means of communication. The staff is working closely with the speech therapist to work on functional communication. AAC (alternative communication) referrals have been made when necessary. Students have access to augmentative and alternative communication required by IEP.
Picture Exchange System
Pictures for Communication
Variety of ways to augment communication
4b. There is collaboration with a speech therapist on strategies and accommodations to use to increase the students ability to communicate.

There is evidence of collaboration with the speech therapist regarding the students communication needs and there is follow through with recommendations.
4c. Instruction, language stimulation, and opportunities for communication are modeled and provided using a variety of modalities.

- Adults create opportunities for and encourage conversation, interactions, and responses.
- Adults encourage communication using total communication (gestures, signs, pictures, AAC devices and spoken language).
- Adults expect and wait for responses from students throughout all contexts.
- Adults respond to student’s verbal and nonverbal communication.
Available during instruction.....not just “speech time”
4d. Opportunities are provided throughout the day for the student to make choices as a means of encouraging communication.

Frequent opportunities are provided for students to make choices throughout the day and in all contexts (not only what activities they want to do).
Choices can be provided visually or verbally.

“Which one would you like to work for?”

OR
• 4e. Daily activities encourage vocabulary expansion/growth; focusing on both receptive and expressive language.

During daily activities, students are expected to use existing vocabulary (spoken, sign, gestures, icon) and encourage to expand grammatical structure and sophistication.
• 4f- Staff has ongoing training on the various communication needs of the students in this class.
Academic Instruction
• 5a. A hard copy or electronic copy of the most current IEP for each student can be accessed within the classroom.

Yes or No
5b. At minimum, progress reports and IEPS are updated in accordance with the schools progress reporting schedule.

Yes or No
5c. Multi-sensory supports (visual, tactile, auditory, etc.) are used for instruction.

Multi-sensory supports are used when making requests, giving directions, providing instruction, encouraging participation, and communication. Supports are modified for student’s individual needs (pictures, words, gestures, icons, sign language, Braille, tactile, music, songs, lights, etc).
Multi sensory approaches
Units include: visuals, manipulative, and other tactiles.
Multi-sensory approach to math. Manipulatives, visuals, and a song goes with this lesson.
5d. Age appropriate instructional activities and materials are utilized to meet IEP goals.

Academic activities are aligned with grade level standards/common core and IEP goals. Differentiated instruction is observed. Materials used are age appropriate. The classroom visuals are age appropriate.
5e. Adults provide adequate time for students to respond.

- Students are provided with sufficient time to process and respond. The time is adjusted for the individual needs of students. Students are engaged and do not have to wait for all to respond. Students are provided with the mode they require to respond (pictures, AAC, visuals, etc.).
• 5f. Student’s attention is consistently captured and directed towards instruction.

Student attention is consistently captured and directed to instruction. Adults incorporate strategies to maintain student attention. Teachers use student’s interests purposefully throughout instruction. Students are engaged. Teacher maximizes levels of engagement and student responses.
5g. Student errors are systematically corrected.

- When errors occur students are systematically corrected and then re-taught through modeling, leading, and practicing. Re-teaching is often completed in a manner different than originally taught. Reinforcers are increased.
5h. Instruction includes many opportunities to practice new skills and generalize these skills in multiple environments.

Instruction is provided in a variety of environments with a variety of different staff. Generalization of skills is reinforced. Many instructional skills are taught in their natural environment. There are many opportunities to practice these skills.
• You might see same skills being taught in different parts of the class, school or community.

• You may see same skills being taught with different staff members.

• You may see same skill being taught with different materials.
5i. On-going data collection is occurring.

- Adults are observed collecting data at least weekly on IEP skill acquisition. Sufficient data is collected to provide complete picture of the student’s progress.
Data charts are present for all children and are being completed throughout the day.
Data should be observed
5j. Data is reviewed and changes to instruction are made when needed.

- Sufficient data is collected to provide a complete picture of student’s progress. Data review is on-going and shared with parents and team members. Data is used to make decisions to modify instruction or manage behaviors.
5k. Grades are entered into the same system that general education students use for all students across all core areas.

Yes or No
• 5l. Instruction maximizes opportunities for keeping students engaged in learning.

All instruction maximizes opportunities for students to be actively engaged in learning. and hands-on active learning. Differential instruction is used to promote frequent responding. Multiple strategies are used to enhance engagement. Students are engaged in other activities while waiting for others to finish. A variety of levels of prompts are utilized. Many activities provide hands-learning opportunities.
5M. Classroom assessments are used.

• A variety of formal and informal assessments are developed and used.
5n. All students participate in district wide assessments or an appropriate alternative assessment.

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5o. All students (in Illinois it is in grades 3-8 and 11) participate in state wide assessments.

Yes or no
5p. There are age-appropriate grade level text books for all curriculum areas in classrooms and students have access to them.

Yes  or  No
5q. Instruction is conducted using flexible grouping.

- Instruction is provided using flexible grouping. Students are learning in full class, small groups, and/or individual sessions based on the activities and student's tiered needs. Instruction is differentiated to meet the needs of all students (as indicated in the IEP). Schedules reflect flexible grouping in all subjects.
Small group activity

Full class instruction

One on one activity
5r. Lesson plans are present and being followed.

Yes or No
5s. Students participate in all non-core academics (music, library, gym, art, etc) with non-disabled peers.

Students participate in all non-core academics (music, library, gym, art, etc.) in a way indicated in the IEPs. When IEPs indicate participation with non-disabled peers for non-core academics, this is done with age appropriate peers with the appropriate supports indicated in the IEP. When IEPs indicate that individual students cannot participate with their age-appropriate non-disabled peers for non-core academics then these students have specialized instruction from a special education teacher and goals in the IEP (for these non-core academic classes). This also includes a clear plan as to how to increase participation.

When non-core academic classes exceed 30% special education students, there is a special education teacher instructing these classes and the appropriate supports are indicated in the IEP.
5t. Students receive the same number of minutes in all core academic areas as their non-disabled peers

- All students receive the same number of instructional minutes in all core academic areas (based on their IEPs) as their non-disabled peers. The same core academic materials are covered for all students whether modified or significantly modified.
5u. There is collaboration with the general education teacher regarding grade level curriculum.

• The special education teacher is involved in age appropriate grade level common planning time or has set up times in which the teachers collaborate regarding grade level curriculum.
5v. The classroom staff is trained in a variety of research/evidence based methodologies.
Social Skills
6a. Opportunities for interaction with age appropriate non-disabled peers are provided per the IEPs.

- Opportunities to interact with age-appropriate non-disabled peers is observed. Students are provided with the appropriate amount of support to maximize success in the general education environment as indicated in the IEP.
6b. Developmentally appropriate social skills are taught, modeled, promoted, and practiced.

Student’s social abilities are individually assessed and critical social skills are explicitly taught throughout the school day. Every interaction is treated as an opportunity to teach, practice and reinforce social behavior. Many different strategies are observed (social stories, scripting, video taping, modeling, and practicing) to teach appropriate social skills.
Social skills need to be taught and exercised in a rote fashion much like teaching a foreign language.
*Visual cues

*Schedule social interactions into routine

*Social stories

*Scripting (teacher provided or child makes)

*Writing notes

*Watch videos/movies

*Make videos

*Practicing in front of the mirror

*Role playing

*Practice partners in talking/peer mentors

*Visual bridges

*Physical activity
6c. There is collaboration with the social worker regarding accommodations and strategies for social skills instruction.

There is evidence of collaboration with the social worker regarding the students' social skills needs and there is follow through with recommendations.
Transition
7a. All students who will be 14 ½ within the life of the IEP have a well written transition plan as part of their IEP

All students (of age) have transition plans. All plans are related to student strengths and interests. All plans include measurable goals based on assessment data related to employment, education/training or independent living. Plans include services needed to assist child in reaching those goals. Plans include instruction, related services, community experiences, employment and adult living objectives.
7b. Transition activities are being incorporated into instruction

After observing the class and also reviewing lesson plans for the week, there are ongoing meaningful transition activities occurring (as indicated in IEPs). These activities include, but are not limited to: career exploring, job shadowing, job seeking training, teaching work related skills, independent living skill training, and community based instruction. These activities are individualized for each child.
7c. Realistic, appropriate and measurable post-secondary outcomes are identified in the IEP and there is instruction and a coordinated set of activities (instruction, related services, work experiences, and daily living skills) that facilitates movement from high school to post-high school.

Outcomes link to IEP goal(s) and take into account the student's interests, based upon age-appropriate transition assessments related to employment, education and/or training and where appropriate, independent living skills. Realistic, appropriate and measurable post-secondary outcomes are identified in the IEP and there is instruction and a coordinated set of activities (instruction, related services, work experiences, and daily living skills) that facilitates movement from high school to post-high school.
Students participate in an interest inventory that yield results that address students' transition needs, including their preferences, interests, and strengths. The results are focused on improving the academic and functional achievement of the students to facilitate the student’s movement from school to postschool activities.
7e. When students are transitioning to a new building/program/classroom there is a plan in place to support this student to successfully transition.

There is a specific plan in place for each individual child who is making a transition in the following year. Receiving staff has opportunities to observe student in their current environment. Student and current staff have an opportunity to observe new setting. Other opportunities which will increase the child's success with the transition may include: social stories, videos of the new school, parent visits, shadow day, etc. All stake holders are collaboratively involved in creating the plan.
Motor
8a. There are accommodations and modifications being made (per IEPs) to allow student to access the educational environment and educational materials.

There are changes in what is being taught or expected from the student to modify the motor skill required to perform the task when needed. Tasks have modified/changed the student's expected motor responses when needed. There are changes that helps a student overcome or work around their disability. The student's are still expected to know the same material as the other students, however students are being provided with alternate ways of accessing information when needed. (examples: raised line paper, pencil grip, slant board, dry erase board, extended time, use mounted scissors and paper holder for cutting, label maker, dictation, typing keyboard, reducing amount of work required, use of elevator, use of accessible bathroom, etc). The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.
There are opportunities for students to participate in fine motor activities embedded within instruction in natural, authentic contexts.

There are activities observed to improve the fine motor skills that are essential precursors for many of the skills students will need to complete academic skills such as cutting with scissors (if age appropriate), writing, with technology, keyboarding, life skills, etc. There are opportunities embedded into activities to work on these skills and build hand strength and build independent manipulation of both hands.
8c. There are opportunities for students to participate in gross motor activities embedded within instruction when appropriate.

- There is evidence that children with physical disabilities are given a means to participate actively in gross motor activities, to be able to achieve some control over their environment. There are opportunities of instruction of "prerequisite" movements and motor skills in isolated contexts. There are opportunities to practice these skills. There are opportunities embedded into activities to work on these skills.
8b. When appropriate OT services are being provided and collaboration documented
8e. When appropriate PT services are being provided and collaboration documented
8f. Children have a positioning schedule and use of a variety of seating and positioning equipment (for children with physical disabilities. This should also be indicated in the IEP).
9:00-9:20 standing activity

9:20-9:30 over wedge, weight bearing, look up

(schedule of positioning should have a picture of that particular child positioned appropriately in the equipment.)
Stander - weight bearing

Crawler - crawling movement and weight bearing.

Corner chair - supportive seating

Slanted Stander - weight bearing.

Wedges - positioning

Side Lyer - stretching/weight bearing
Rifton Chair

Bolsters and Wedges

Wedges
Positioning and Seating

Sidelyer - opportunity to play in a neutral mid-line position, trunk control, and some weight bearing.

Slanted and Supine Stander - allows weight bearing on the upper extremities, legs and trunk.

Wedges and Bolsters - weight bearing and stretching limbs
Why Weight Bearing?

• increases muscle tone
• helps influence motor patterns
• improves attention
• facilitates social interactions
• facilitates bone growth
• improves circulation
• 8g. Collaboration with the PT and/or OT regarding the positioning and/or seating of seating with physical disabilities.

There should be evidence that the PT and/or OT has collaborated with the teacher in order to assure that positioning is done appropriately.
• 8h. Classroom materials are located for students to be able to access.
Sensory
• 9a. Multi-sensory materials and supports (visual, tactile, auditory, etc.) are used for instruction

• 9b. A calming/sensory area present in the classroom and/or sensory items are available
9c. A sensory assessment for students who have sensory deficits that impact their ability to function at school should be used and on file.

A sensory profile has been created for all students who may have sensory needs and/or deficits that impact their ability to function at school. This will include all five senses: touch, taste, smell, sight, and sound. Recommendations will be included.
9d. Accommodations are in place to help address sensory deficits.

*Information that has been determined from a sensory profile/assessment yields specific strategies that can be used to help recognize and manage sensory deficits or needs by describing what senses overwhelm the students, what overloaded behavior “looks like,” and what actually helps to avoid getting overloaded in the first place. These specific strategies are used on an ongoing basis and are available to be implemented when needed.*
9e. Collaboration with an occupational therapist is ongoing based on sensory needs as noted on the IEP and documented using logs.
Hygiene and Health
All students' toileting/diapering needs are addressed daily.

All students have either a schedule for diaper changing, time training, or toilet training or using the bathroom. In addition to this schedule being followed, when additional needs arise they are addressed immediately (i.e. if a child needs changing in between scheduled times). Appropriate data is being kept when necessary. (i.e. toilet training, time training, etc). Diapers should be changed at least once during a school day even if not soiled. Children should be attended to at all times during personal care.
Children have privacy during any medical, hygiene, personal care or toileting procedures.

Appropriate facilities/environment are provided to ensure students’ privacy during personal care, medical, hygiene, and or toileting procedures.
All diapers are disposed of appropriately

Appropriate receptacles are available and being used. Receptacles are emptied 2 times a day. Receptacles have a lid and/or are covered. There is a systematic manner to dispose of diapers.
Appropriate adaptations and/or equipment are used when toileting.

Required adaptations are available and used appropriately so that students are secure and safe during toileting.
There is a system/plan in place when independent toileting is initiated.

Data is maintained on the personal care progress of individual students. Students are transitioned from receiving personal care to a toileting schedule when appropriate with the use of data. Communication about student's personal care progress between home and school is documented and available for review.
All students' personal belongings are labeled and kept clean and stored together.

All students personal belongings are kept clean and labeled with the children's name. These items are all stored together. Any specific notes regarding these items is kept right on the item. There is an organized communication system to let parents know when personal care items are needed.
There is a safe and non-toxic way of cleaning and disinfecting students toys and other items within the classroom.

On a daily basis the toys and other items in the room are disinfected in a safe non-toxic manner. Students are not present during cleaning.
Students' individual feeding guidelines are addressed.

There are feeding guidelines that are clearly established and available for all students who require them outlining equipment, textures, allergies, positioning, personnel, level of independence, warnings, etc. There is collaboration with the nurse and or speech pathologist regarding these guidelines.
Students are kept clean during the day.

All staff working with children make a concerted effort to keep students clean throughout the day.
There is evidence of consulting with the nurse for any medical and health needs. (per IEP)

There is evidence of consulting with the nurse for any medical and health needs. (per IEP)
Students are secure at all times during transport and positioning.

There are consistent methods used for ensuring that students are secure during transportation and positioning. Training is provided on a regular basis.
Other
10a. Adult’s verbal communication to students is sequential and direct, modeling appropriate speech.

There is evidence of sequential language being used (example: "First work then use the computer". Not: "You can use the computer when you are finished with the work that you are supposed to be doing".). There is evidence of directly instructing and adult modeling appropriate word usage and language
10b. Adults communicate to students with respect.

- Adults use appropriate tone of voice, voice volume, and expectancy for success. Adults communicate respect for students by interacting positively, talking to them instead of about them, and talking in an age appropriate manner. Any personal/private issues are discussed with students in private.
10c. Teachers and paraprofessionals communicate within the classroom in a professional manner.

Adults' conversations during class are related to academics and students' needs.
10d. All adults in the classroom have and follow a schedule.

- All adults in the classroom have a schedule that specifically indicates what children they are working with and what they are working on and in what environment. The adults are following the schedules.
10e. When appropriate, there is a home/school communication in place.

There is a documented age appropriate home/school communication system in place when required in their IEPs, and is used to effectively communicate what students are learning, accomplishments, challenges and/or happenings within the school. Parents have an opportunity to respond and are provided with a format for sharing information about their child with the adults at the school.
Visual Bridges

A form of homework

- Connects 2 environments (home and school)
- Visual tools to help student to communicate information about themselves and their lives to other people in other environments.
- Help student to share life experiences (this information is what friendships and relationships are built on)
- Teaching student to share, tell, ask, and remember information.
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