## Classroom Organization:

1. **Room Arrangement**
   - Classroom furniture arranged to clearly define work areas
   - Defined areas exist for individual and group instruction
   - Room arranged for students to assume responsibility for class materials

2. **Schedule**
   - Classroom Schedule developed and posted for the school day
   - Individual Schedules for children developed and posted
   - Evidence exists that schedules are used daily

3. **Transition Markers**
   - Transition markers are evident and individualized

4. **Individual Work Systems**
   - Work systems developed and in use for each student
   - Time is allotted in the daily schedule for work systems to be used in 1:1, independent, and group settings

## Communication System

- Each student has a method to communicate wants and needs
- Group instruction opportunities for individual student communication system

## Class-wide Positive Behavioral Supports

- Clear visual behavior goals and classroom procedures
- Sequential consequences for misbehaviors including strategies for prevention, intervention, consequences
- Evidence of close daily monitoring and data collection/Documentation of progress
- Sensory needs are recognized and met using sensory diet and/or tools such as wiggle cushion, therabands, deep pressure, joint compression, etc (based on recommendations from occupational therapist).

## Instruction

- Lesson Plans correlate with IEP goals and objectives and grade level expectations
- Daily lesson plans exist
- Teacher can link each student's IEP objectives to daily plan
- Instruction is meaningful, motivating, and linked to student's interests

## System of Documenting Student Progress

- Evidence of documentation on individual student progress

## Scheduling of Student/Staff

- Teacher is scheduled to work with ALL students throughout the week

**Contributed by Visually Speaking Team: Hill, Morris, Rogers**