



**CLASS ROOM PRACTICES FOR STUDENTS
WITH MULTIPLE CHALLENGES / 12:1:4**

I. Physical Structure

1. Learning Centers: defined, safe, organized
2. Specialized Equipment: positioning, augmentative, assistive
3. Visual/auditory distraction minimized
4. Student work displayed
5. Privacy areas
6. Age appropriate: displays, bulletin boards, furniture
7. Labels: pic syms, words, core boards: centers, door

II. Daily Schedules

1. Schedules: daily, individual, transitions
2. IEP: goals, accommodations, data portfolios, homework
3. Individualized instruction: functioning level, core subjects
4. Evidence schedules are working reflective of opportunities to learn
5. Activities: age appropriate, passive/ active, choice making, large/small groups/individual
6. Posted: alerts, homework, classwork

III. Instruction

1. Instruction: age and content appropriate
2. Areas clearly defined
3. Strategies: variety in small/large groups
4. Tasks: direct instruction, generalization
5. Subjects: NYS Alternate Assessment, IEP
6. Communication: AAC (generic, individual)
7. Switches: available, charged, range
8. Evidence: student portfolio, datafolios, homework
9. Positioning: range of equipment, photos
10. Interactions: student-student
11. Lessons: planned, materials readily available, adaptations evident
12. Time: problem solving, transitions
13. Re-inforcers: +, verbal/gestural
14. Community Based Instruction: policy/practices used
15. Communication used throughout the day, i.e. verbalization, AAC devices, boards, switches
16. Learning styles: strategies, preferences, differentiation of instruction
17. Evidence: Literacy, ELL, technology
18. Vocational activities: planned x age/levels.

IV. Medical

1. health/ special alerts: knowledge/practice
2. Class, team and IEP meetings
3. Medication log, seizure monitoring chart, observations
4. Updated Blue Emergency card: file/used

V. Mealtime

1. Instruction: goals, data
2. Adapted mealtime: equipment, supplies
3. Communication systems: at table/ at serving window
4. Food choices are available
5. Level food selections, i.e. pureed, chopped, diced and regular
6. Feeding techniques, including dysphagia

VI. Related Services

1. Small group instruction utilized
2. OT/PT Dept. assures equipment is in safe working order
3. OT/PT Dept. gives workshops/demonstrations on lifting, positioning and use of equipment
4. All related service staff attend IEP and team meetings
5. Related service sessions provided in classroom if possible
6. Collaboration with classroom teacher to develop goals

VII. Staff

1. Student(s)/staff assignment clearly displayed
2. Clear, concise instructions/directions given to staff
3. Team and class meetings scheduled and everyone involved with student attends

VIII. Parents

1. Communication books for each student maintained and written in at least weekly.
2. Telephone calls to parents are logged
3. Report cards and Progress notes sent home to parents.
4. Student work sent home to parent with positive comments from teachers

IX. Miscellaneous

1. Record of Permissions slips sent out and returned is maintained
2. Accurate daily student attendance maintained
3. Box in classroom for notes going

X. Forms/Postings

1. Individual Behavior Plans
2. Related Service Schedules
3. Toileting Schedule
4. Student's Name and Bus Run
5. Staff lunches/release time schedules
6. Teacher/Class Program Card
7. Related Service sign in/out chart for students
8. Communication profile for each student
9. A list of adapted equipment required for each student is posted in classroom, cafeteria and in the gym.
10. Schedule for non-ambulatory students to assume different positions during the day