

## CLASSROOM PRACTICES (DRAFT 7/04)

### I. Physical Structure

1. Learning Centers/small group instruction clearly defined
2. Adapted/positioning equipment used at all appropriate opportunities
3. Visual/auditory distraction minimized
4. General structure safe, neat, clean & organized
5. Room allows for independent student movement
6. Student work displayed in an interactive and eye-level format
7. Privacy areas if needed
8. Room displays, furniture, equipment is age appropriate
9. Materials organized systematically and identified in a readable and meaningful manner
10. Classroom is clearly labeled with pic syms or words
11. Language Core Board for literacy is available

### II. Daily Schedules

1. Daily student schedule posted in a readable and meaningful manner
2. Data sheets utilized
3. Individualized instruction reflects student's functioning level
4. Transition cues utilized
5. Daily schedule reflects planned transition from one setting to another
6. Evidence schedules are working reflective of opportunities to learn
7. Variety of activities (passive and active)
8. Activities/materials are age appropriate
9. Activities planned so that all students are involved.
10. Choice making included in activities
11. Students are actively involved in classroom routines
12. Small group instruction utilized
13. All students involved in activities for complete period
14. Individualized student schedules

### III. Instruction

1. Instructional areas clearly defined
2. A variety of instructional strategies used daily
3. Individual / small group instruction daily
4. Quality/quantity of tasks appropriate for each student
5. Evidence of Life skills instruction integrated into Standards Based Curriculum
6. IEP's available and evidence of IEP goals being addressed
7. IEP goals infused in lesson
8. Goals from the NYS Alternate Assessment Manual infused in lessons
9. Variety of materials & strategies utilized
10. Generic and individual communication systems available
11. Switches are available
12. Student portfolio and datafolios available
13. Ongoing assessment informs instruction
14. Limited non-instructional conversation
15. Proper positioning to facilitate student participation in all activities
16. Allow for student independence
17. Encourages student-to-student interaction
18. Lessons are planned in advance and materials are readily available.
19. Lesson adaptations evident
20. Time allowed for problem solving
21. Provides positive verbal and non-verbal re-inforcers
22. Community based instruction (Trip) is planned with all students in class in mind
23. Community based instruction (Trip) log completely filled out.

24. Staff use verbal communication to students.
25. Evidence of updated classwork.
26. Strong routines established.
27. Clear directions given to students and staff.
28. Culminating activity for lesson closure
29. Learning styles preferences are acknowledged and methodologies utilized
30. Evidence of differentiation of instruction

#### **IV. Medical**

1. Familiarity with, and understanding of, health and special alerts of students.
2. Special alerts posted in classroom, gym and cafeteria
3. Familiarity with adapted specialized equipment needed for individual students.
4. A list of adapted equipment required for each student is posted in classroom and in the gym. Pictures of students in adaptive equipment available
5. Familiarity with, and understanding of, health and special alerts of students.
6. Special alerts posted in classroom, gym and cafeteria
7. Schedule for non-ambulatory students to assume different positions during the day.
8. Nursing staff attend class, team and IEP meetings.
9. Medication log maintained.
10. Updated Blue Emergency card on file at school and a copy taken whenever child is out of the building.
11. Seizure monitoring chart maintained
12. Change in positioning for students in wheelchairs
13. Case load management for nurses.

#### **V. Mealtime**

1. Instructional goals available
2. Adapted mealtime equipment and supplies available
3. Communication systems available at table and at serving window
4. Choices are made available
5. Proper food selections, i.e. pureed, chopped, diced and regular is available
6. Independent feeding is encouraged
7. Data is maintained
8. After meal activities utilized.
9. Mealtime atmosphere is calm.
10. Staff – student interaction is evident
11. Individualized feeding techniques for students evident
12. Dysphagia training implemented

#### **VI. OT/PT**

1. Small group instruction utilized
2. Communication with family-programming, successes and difficulties
3. OT Dept. assists with sensory needs
4. OT/PT Dept. assures that equipment is in safe working order.
5. OT/PT Dept. gives workshops on lifting, positioning and use of equipment
6. Instruction in a variety of ways to change positioning for students in wheelchairs.
7. OT/PT's attend IEP and class meetings
8. OT/PT facilitates student participation in instructional programming.

#### **VII. Staff**

1. Student(s)/staff assignment clearly displayed
2. Appropriate utilization of staff members
3. Clear, concise instructions/directions given to staff
4. Team and class meetings scheduled and everyone involved with student attends
5. Interdisciplinary approach so that the whole child is served.

### **VIII. Parents**

1. Communication books for each student maintained and written in 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 home with absent students names indicated so that notes can be sent home when child returns

### **X. Forms/Postings**

1. Individual Behavior Plans
2. Related Service Schedules
3. Toileting Schedule
4. Student's Name and Bus Run
5. Medical or Special Alerts
6. Staff lunches/release time
7. Teacher/Class Program Card
8. Seizure chart, if necessary
9. Related Service Sign in/out Chart for Students
10. Positioning Chart