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| **POSITIVE RELATIONSHIP** |
| [ ] make a positive connection at least once a day[ ]  connection with adult/s in building      [ ]  verbal praise (3 positives to every 1 negative)[ ]  recognize success[ ]  provide immediate feedback[ ]  greet student at the door[ ]  greet warmly, even if late[ ]  counseling support/Child Care Worker support[ ]  provide a predictable and safe environment[ ]  frequent communication/reporting between home & school/Communication ‘Good News’ book[ ]  quietly discuss concerns with student[ ]  privately discuss concerns with student[ ]  recognize function of behavior through consult  with support teacher[ ]  disengage when situation escalates[ ]  identify motivators and implement a  contingency system |

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| **ENVIRONMENT** |
| [ ]  preferential seating[ ]  reduce/minimize verbal distractions[ ]  amplification/FM system[ ]  reduce visual distractions in the classroom[ ]  post schedule of day/review[ ]  display clear class rules[ ]  teach positive rules for use of space[ ]  designated quiet zone[ ]  provide study/work carrel[ ]  have supplies on hand[ ]  store text, binder, etc. in class[ ]  use a checklist to help student get organized[ ]  frequent breaks[ ]  minimize transitions |

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| **PRESENTATION OF SUBJECT MATTER** |
| [ ]  teach to students learning strength [ ]  visual  [ ]  auditory [ ]  tactile [ ]  multi [ ]  experiential[ ]  individual/small group instruction[ ]  offer the student choices[ ]  Premack Principle (schedule hard work before  easy work)[ ]  break information into steps/chunking[ ]  use visual cues; pictures/graphic organizers[ ]  repeat instructions[ ]  stand close to student[ ]  face class when speaking[ ]  speak in calm, quiet voice[ ]  use fewer words[ ]  provide hands-on activities[ ]  separate setting/sensory room pull-out[ ]  provide a checklist for completion for assignments and/or portions of assignments[ ]  provide a place for completed work (this should reduce the tendency to constantly check  assignments that have been finished)[ ]  provide charts and diagrams to present  information[ ]  provide organizational structures such as  folders, color-coded files, etc.[ ]  reduce the amount of work that is visible at any given time (cover part of the page/give one page  at a time, etc.)[ ]  provide study guide for the lesson[ ]        |

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| **OTHER** |
| [ ]  provide consistency across all settings[ ]  involve other agencies e.g. MCFD, Mental Health)[ ]        |

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| **SELF-MANAGEMENT** |
| [ ]  explain rationale for rules[ ]  teach social skills[ ]  request parent reinforcement[ ]  have student paraphrase directions[ ]  agenda book used and monitored[ ]  teach self-advocacy skills[ ]  EM Wave/C2B[ ]  movement breaks[ ]  have an agreed upon cue/signal for student to  leave the classroom[ ]  teach 5 point scale/Alert Program[ ]  teach relaxation techniques[ ]  develop self-monitoring strategies[ ]  provide a ‘safe haven’ to go for stressful times  such as lunch |

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| **ASSIGNMENTS** |
| [ ]  give directions in small steps (written, pictures,  verbal)[ ]  use written back-up for oral directions[ ]  match to student ability[ ]  reduce amount of paper and pencil tasks[ ]  give extra cues/prompts[ ]  use graphic organizers/Inspiration software |

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| **EVALUATION and COMMENTS** ***(What worked? - What didn’t?)***  |
| **DATE:****DATE:** **DATE:**  |