

ATTEMPTED STRATEGIES: Please check all that have been tried *consistently* for at least 3 weeks.

Expectations	Environment	Presentation	Schedule	Communication		Activities	Behavior
<input type="checkbox"/> Student expectations are clearly posted in language students can interpret (visuals, song/chants, etc.) <input type="checkbox"/> Expectations are taught and reviewed at each area/activity (are you ready book, placemats, etc.)	<input type="checkbox"/> Remove and/or cover up competing materials/toys/etc <ul style="list-style-type: none"> • Signaling transition(s) <ul style="list-style-type: none"> <input type="checkbox"/> auditory <input type="checkbox"/> visual <input type="checkbox"/> Token system (I'm working for...) • Visuals for: <ul style="list-style-type: none"> <input type="checkbox"/> where items belong <input type="checkbox"/> designate the child's place • Schedule posted and followed <ul style="list-style-type: none"> <input type="checkbox"/> individual <input type="checkbox"/> classroom 	<ul style="list-style-type: none"> • Type of visual <ul style="list-style-type: none"> <input type="checkbox"/> objects <input type="checkbox"/> pictures <input type="checkbox"/> words • Mini schedule(s) are utilized for: <ul style="list-style-type: none"> <input type="checkbox"/> specific activity <input type="checkbox"/> eating <input type="checkbox"/> bathroom <input type="checkbox"/> circle time • Visuals for: <ul style="list-style-type: none"> <input type="checkbox"/> requesting assistance <input type="checkbox"/> waiting <input type="checkbox"/> choice making <input type="checkbox"/> introducing change 	<input type="checkbox"/> Schedule addresses key learning needs <input type="checkbox"/> Seat tasks are alternated with movement activities <input type="checkbox"/> Individual and/or mini schedules are provided as needed <input type="checkbox"/> Staff are assigned to areas or students and clearly understand their roles	<input type="checkbox"/> Prompt students to request verbally at meals/snacks <input type="checkbox"/> Provide choices to promote verbal responses <input type="checkbox"/> Model functional phrases (my turn, please stop, etc) <input type="checkbox"/> Encourage verbal responses at small group/circle time/book reading <input type="checkbox"/> Communicate face to face at student's level <input type="checkbox"/> Provide appropriate words to describe student's emotions/frustrations <input type="checkbox"/> Expand student's phrases (add 1-2 words when repeating their utterance)	<input type="checkbox"/> Emphasize omitted/distorted sounds correctly when repeating (e.g., "punny": "yes the bunny!") <input type="checkbox"/> Add a gesture/visual to improve comprehension of directions (wash hands motion) <input type="checkbox"/> Teach each step of the schedule <i>before</i> the activity <input type="checkbox"/> Provide simple step by step visual schedule at eye level <i>during</i> the activity <input type="checkbox"/> Ask the student to slow down and/or show what they are talking about <input type="checkbox"/> Refer to visual aids and limit expectation for verbal responses when student is anxious/frustrated	<input type="checkbox"/> Students are involved in activities and tasks that are age appropriate <input type="checkbox"/> Large group is meaningful, interactive, and engaging for all students <input type="checkbox"/> Students are involved in planning and recall strategies <input type="checkbox"/> Themes are used to organize the activities	<input type="checkbox"/> Appropriate behaviors have been observed to be positively reinforced on a 5:1 ratio <input type="checkbox"/> Students able to request a break or go to a safe spot. <input type="checkbox"/> All staff members use a consistent language in redirection from adults and teach age appropriate behavior
Learning Opportunities							
<input type="checkbox"/> Break into small groups <input type="checkbox"/> Box of objectives <input type="checkbox"/> All staff and volunteers provide learning opportunities <input type="checkbox"/> Increased structure <input type="checkbox"/> Limit visual distraction		<input type="checkbox"/> When/then cards utilized <input type="checkbox"/> 5 point scale trialed <input type="checkbox"/> Rules are posted in visual format <ul style="list-style-type: none"> • Social stories outlining: <ul style="list-style-type: none"> <input type="checkbox"/> behavior to display <input type="checkbox"/> new situation 					Play
							<input type="checkbox"/> This student's playtime is structured (i.e., play centers are staffed or organized to ensure that learning opportunities are consistently provided during play) <input type="checkbox"/> Staff regularly engage student during recess by prompting appropriate play with/on playground equipment; group playground games are regularly initiated and supported by staff