



CHECKLIST FOR CRITICAL COMPONENTS FOR AUTISM/LIFE SKILLS PROGRAM

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