Classroom Organization/Planning/Physical Structure/Visual Schedules	
o Visually defined play areas- art, block, toy, house, book, computer, listening station, sensory area, safe place, dress-up area, writing area	C- complete T- Technical Assistance Needed
o Classroom is organized and clean (no clutter of toys/paperwork on top of shelving)	C- complete T- Technical Assistance Needed
o Material bins and shelving are labeled with objects/pictures for easy access and clean-up for students	C- complete T- Technical Assistance Needed
o Materials are accessible to students on low shelving	C- complete T- Technical Assistance Needed
o Large Daily Routine Schedule is posted and used interactively with children	C- complete T- Technical Assistance Needed
o Classroom Routine/Schedule with times is posted for adult/visitor access	C- complete T- Technical Assistance Needed
o No excessive visual stimuli	C- complete T- Technical Assistance Needed
o Bulletin boards with children's work displayed	C- complete T- Technical Assistance Needed
o Adult schedule is posted indicating assignments of each staff member across daily routine	C- complete T- Technical Assistance Needed
o Individual child schedules are available and used to transition between activities (as needed in RM and INC classrooms)	C- complete T- Technical Assistance Needed
o Individual schedules are designed to match student's developmental level (as needed in RM and INC classrooms)	C- complete T- Technical Assistance Needed
o Matching classroom area receivers are posted and used to match individual schedule pictures (as needed in RM and INC classrooms)	C- complete T-Technical Assistance Needed
o Use flip chart or large poster to create predictable, visual sequence of activities within daily routine activities	C- complete T- Technical Assistance Needed
o Individual within-activity schedules are available during different classroom activities (mini-schedule for greeting time, etc...)	C- complete T- Technical Assistance Needed
o Balance of activities and attention span of students considered when planning daily routine activities	C- complete T- Technical Assistance Needed

o Transitions are announced and evident to all children with verbal description of one activity ending and another beginning (turn off lights/sing song/embed a learning objective/rhyme/motor movement)	C- complete T- Technical Assistance Needed
o Staff prompts with minimal physical cues when using schedules	C- complete T- Technical Assistance Needed
o Planning is done among all team members and ideas shared for activities of daily routine	C- complete T- Technical Assistance Needed
o Planning includes expansion activities from shared reading big book ideas, vocabulary and concepts	C- complete T- Technical Assistance Needed
o Review of data collection and IEP goals are communicated between all staff members	C- complete T- Technical Assistance Needed