

## LBD Classroom Checklist

### Daily Lesson Plans Completed (for entire week)

- What you are teaching each block/each day. Have a weekly lesson plan or a group lesson plan.
- List student's goals and objectives. "I Can" statements or learning targets posted.
- Lesson plans available in a binder, on a clipboard, or in a folder.

### Daily Schedule Posted in Classroom (outcomes/agenda/objective)

- Picture schedule for each student in their mode of communication to follow throughout the school day if needed.
- Para schedule (classes, who they are working with, what they are working on, lunch break, etc.)
- Schedule should be posted/ visible to students in the classroom and what you are working on with students each day.
- Related Service schedule

### Each Student's Daily Schedule (in the student's mode of communication)

- Picture schedule, object schedule, work schedule whatever works best for the student
- Use the schedule throughout the whole day
- Goes with the student everywhere...it isn't for the adult to check, it is for the student to check even if it requires some prompting

### Paraeducator's Daily Schedule (student/goal/class/activity)

- Para schedule- classes, who they are working with, what they are working on, lunch break, etc.
- There should be a staff schedule available, but then you may want to individualize schedules for each para educator so they understand the expectations for each class period.

*cannot be  
the deliverer  
of content*

## □ Behavior Plan (for students that have one)

- Make sure you are aware of the students who have behavior plans, read their IEPs and make sure you are implementing them.
- The behavior plan should be used by all teachers/staff, in all settings.
- Everyone working with the student should know the behavior plan and be able to implement the plan across all settings.
- Do your student's need work cards, work systems, reinforcement schedule...if so these strategies need to be taught to all adults working with the student so they are implemented consistently.

## □ IEP Goals Data Collection Binders (data sheets and graphs)

- IEP goals and objectives notebook for each student or each content area that includes: IEP, IEP goals listed data collection sheets to go with each goal, raw graphs for each goal/objective, probe sheets.
- Data should be taken at least twice a week on the students, but remember if you are teaching the skill you should be simultaneously collecting data on that skill. We need to get into the mindset that there are not "data collection days". Data collection is part of good teaching.
- The IEP goals should be implemented throughout the instructional day. Instructional units taught with the goals embedded in the activities.
- Modify and adapted the materials to meet the student's ability (needs). (Sight words, reading comprehension, math skills, calculator skills, etc.)
- Generalization activities should be developed for each student or instructional group. For example, we begin the group by reviewing skills they have mastered, collect data on targeted skills while teaching the group, follow-up with a generalization activity that has the student apply the concepts they are working on to a novel problem.
- Para's trained on how to work with the students and implement their goals.

## □ Parent Communication System (Notebook/agenda)

- Gather information from the parent to include in the student's IEP and encourage them to conference with you outside of an ARC.
- Send home report cards and progress on goals with each students (Send the same time the general student population receive their report cards.

□ Caseload Management

- Each caseload teacher is responsible to make sure data has been taken on students goals. Contact parents on a regular basis to inform them on student progress, concerns, etc.

□ Classroom Emergency Plan

- Should be posted and everyone working in the classroom should be familiar with it.
- Any medical protocols to follow for individual students posted in a designated location.