

## Checklist for Teachers: Creating a Student-Friendly Environment



### Classroom Environment and Layout:

	Is the daily schedule posted in a spot clearly visible to all students?
	Are visual reminders/changes in routine color-highlighted?
	Do you have a system for checking off each item on the schedule as it is completed?
	Use of color-coded bins for notebooks, texts, and student work of the same content.
	Consistent places that materials are kept.
	Does each student have a copy of their own schedule?
	Are count-down clocks available?
	Are there visual cues posted for upcoming intermediate deadlines where all students can see them?
	Have you seated students who need frequent refocusing closer to you and next to a student who is a good role model?
	Have you insured that students who have visual motor integration problems are seated so they can look directly at the blackboard or your presentation area?
	Have you set up different spots in your classroom where students can go work if they need to avoid too much visual or auditory stimulation?
	If you cluster your students' desks, have you made provision for students who can't handle close proximity and need more space?
	Have you allowed sufficient pathways and clear areas in the room so that students can get from their desk to yours without coming into close contact with other students?
	Do students have access to a computer, music, or multimedia center?

### Transitions:

	Do you have meetings to point out changes in the weekly routine and post them in the classroom?
	Do you have a routine or system for cueing transitions? Is it both visual and auditory?
	Do you have a routine or system if there's an unexpected change in routine?
	Do you use repetitions and rituals to foster a greater ease of transitions? Have you tried to speed up transitions (if needed) by using techniques such as "beat the clock?"
	When there's a change in routine and the student needs to hurry, did you remember to give the student added adult support and a whispered cue, such as "Lydia, can you help me get the other students out of here quickly by getting in line and setting a good example?"
	Have you provided cognitive cues to help the student remember the sequence?
	Some students benefit greatly by having a larger table or second desk where they can complete work. The second desk gives them a change in environment, and may help them leave the previous task "behind" so they can start the new assignment.

**Organization Skills:**

	Have a daily routine for when homework assignments are recorded and for when books and materials are packed.
	Have a daily routine for turning in homework and other paperwork.
	Have a visual organizer that allows sufficient space for large, sloppy handwriting.
	Have a buddy system in place for the class so that they check and help each other pack up necessary papers and materials and make it part of the daily routine.
	Have a system in place that all students routinely and immediately identify each piece of paper as either class work or homework and identify the due date.
	Have a color-coding system in place for prioritizing papers or for different topics/subjects; coordinate the color-coding system with bin/baskets you use in the classroom to turn in work.
	Have a system in place that all students routinely highlight important instructions on handouts.
	Have all students bring in an extra supply of pens, pencils, graphing paper, or whatever they tend to lose or use up most frequently. Schedule a date on which they all check their “stash” and write notes to replenish.
	Use to do lists or checklists on desks or in notebooks and teach students to check off each element of an activity as it is finished.

**Prosocial Skills:**

	Do you have some “graceful exit” systems in place?
	Preview upcoming events with students and discuss expectations and plans. Role play how they might handle unusual situations.
	Have the class develop a team sense of capitalizing on each other’s strengths while working around weaknesses or symptoms.
	Have a classroom unit devoted to conflict resolution skills and appropriate verbal communications.
	Model ignoring minor “infractions” and directly teach students to do the same.
	Teach self-advocacy to all students.