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**Individual Student Reflection Tool**

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| **A. ENVIRONMENTAL ARRANGEMENT**  |
| A-1 | Each area within the learning environment is organized in a manner that promotes individualized learning and independence. |
|  | Does the physical structureof the learning environment support the student’s learning and behavior during:* 1:1 teaching?
* Small group instruction?
* Large group instruction?
* Independent work?
 |
|  | Are there times during the instructional day when the student needs physical structure that is 4-sided, 3-sided, 2-sided, or an open physical structure? |
|  | Is increased portable physical structure*(portable screen, portable divider, portable desk-top study carrel, etc.)* needed to support learning/behavior/independence during targeted times of the day?  |
|  | Is increased stationary physical structure*(strategic placement of desk, dividers, partitions, etc.)* needed? |
|  | Would a change in the **location** of the specific instructional areas within a specific learning environment *(classroom, art room, gym, etc.)* be helpful for this student? |
| A-2 | Each instructional area within the learning environment is clearly defined, readily apparent, and labeled for specific instructional tasks *(whole group, small group, independent work, break/leisure, learning centers, etc…).*  |
|  | Are specific and distinct instructional areas *(placement of furniture, use of rugs, taped outlines/visual cues on the floor, labels, color coding, etc.)* visually clear to the student? |
|  | Are areas for the student’s personal belongings *(lunch box, snack items, book bag, work supplies, personal items, finished work, etc.)* visually clear, well organized and easily accessible*?*  |
| A-3 | Arrangement of the areas within the learning environment allows for continuous supervision of all students at all times. |
|  | Does the room arrangement allow for clear and ongoing staff supervision of this student throughout the day? |
|  | Is available staff organized in the most effective manner for ongoing supervision of this student? |
|  | Is additional staff needed to support this student? Is documentation/data available to support this need? |
| A-4 | Furniture, learning materials, and sensory items are developmentally and age appropriate, organized, and readily accessible for individual student use.  |
|  | Is the furniture *(desk, tables, chairs)* the appropriate size/shape/etc. for this student? |
|  | Is seating appropriate for the student’s sensory needs? |
|  | Are sensory materials appropriate for this student and accessible when needed? How does the student request sensory materials if the items are not available?  |
|  | Are instructional materials organized, labeled and waiting for each of this student’s instructional activities? |
| A-5 | A designated area within the learning environment is clearly designated, prepared, and available for self-calming and individual sensory needs, including an individualized data collection procedure. |
|  | Are available sensory materials appropriate for this student? |
|  | Is the self-calming area of the classroom in the best location for this student’s use? Is the area relaxing and inviting? |
|  | Has the student been provided with an individualized visual self-calming sequence and taught how to use it? How long to stay in the area? What will happen after he/she leaves the area? |
|  | Is there an effective system in place for cuing this student as to when he/she needs to use this area? Is there a system in place for the student to request the use of the calming area? |
|  | Has the student been taught how to use the calming area? Has the student provided input? |
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| **B. SCHEDULING** |
| B-1 | A systematic plan is evident and in use, including staff and student assignments, locations, and activities. |
|  | Are all teachers/aides aware of their responsibilities for the student throughout the day?  |
|  | Does the staff meet routinely to discuss and address concerns? Celebrate successes? |
| B-2 | An individualized substitute plan is available for staff changes and shortages, including prepared individualized student materials. |
|  | Are adequate plans in place for informed staff coverage with the student when teachers/aides are absent? Does the plan include interesting work that will not frustrate the student? Are there detailed plans for breaks and transitions? |
| B-3 | A visual schedule is posted and in use including a clear sequence of individualized student activities. |
|  | Is the posted classroom schedule being referenced and followed? Has the student provided input? |
|  | Is the classroom schedule clear to administrators/parents/teachers/other staff?  |
| B-4 | Individualized and adaptable student schedules with visual formats (objects, photos, icons, and/or words) are in use and meaningful to the individual students. |
|  | Does the student have an individualized visual daily schedule that he/she can follow even on the most challenging days? Is the schedule understood by staff members other than the teacher? Has the student provided input? |
|  | Has this student’s visual schedule been individualized regarding:* Type *(object, picture, written)*?
* Length *(part day/whole day)*?
* Use (“*carry and match”, check off, turn over, move to finished pocket, etc.)*?
* Location *(portable or stationary)*?
* Transition *(verbal “check your schedule,” transition card, routine, etc.)*?
* Student interest and need (sensory breaks, self-calming, etc…)?
 |
|  | Has the student been taught how to understand and use their schedule? |
|  | Has the student been provided with a “mini-schedule” for specific activities/times of the day *(morning routine, steps to a specific task, novel situations, activities that create anxiety/confusion/etc.)* that are especially problematic?  |
| B-5 | Individualized visual/written cues and student schedules are used effectively to support transition from one activity to another.  |
|  | If the student has difficulty with transitions, have the following been tried:* Are changes in the daily routine clearly indicated on the student’s visual daily schedule in a way that is meaningful to the student?
* Visual “first-then” card?
* Use of completion schedules (or visual countdown) to prepare the student for the ending of a high interest activity?
* Has the concept of change been systematically introduced and taught in a way that is meaningful?
* Has the concept of “wait” been systematically introduced and taught in a way that is meaningful?
* Does the student have a way to communicate, “I need help?”
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|  | Have completion schedules been used during instructional activities so that this student can visually see the answers to the following questions:* How much work I am expected to do?
* How do I know I am making progress?
* How do I know when I am finished?
* What do I do next?
 |
|  | Are there additional strategies *(verbal countdown/signal, time timer, auditory timer, etc.)* that might be used to alert this student of pending transitions?  |
|  | Has a monthly and/or weekly calendar been introduced in a format the student can understand to highlight important events that will happen in the future? |
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| **C. CLASSROOM MANAGEMENT** |
| C-1 | Teacher expectations are stated positively, presented in a manner that is meaningful to individual students, and posted with visual representation. |
|  | Does the student understand the classroom behaviors that are expected?  |
|  | Are the expectations stated in a positive manner that is observable and measurable? |
|  | Are classroom expectations meaningful and posted visually at eye level for the students? |
| C-2 | Positive, meaningful, individualized behavioral routines are established to reinforce positive social interactions, communication, and task completion. Positive instructional verbal prompts are routinely used as additional social reinforcement. |
|  | Has the student been taught the expected behavioral routines and provided sufficient opportunity to practice the expected behaviors? Is success celebrated? |
|  | Is every staff member aware of the routines? Are staff members using similar messages and/or visual supports to teach routines? |
|  | Have effective preferred reinforcers for task/routine completion been identified for the student? Has a reinforcement survey been completed? Is the rate of reinforcement frequent enough? |
|  | Can a token system be used to help the student better understand that he/she is making progress toward earning a specific reinforcer? |
|  | If social praise is not motivating for the student, have an array of tangible reinforcers *(food, toys, games, activities, etc.)* been considered? |
| C-3 | Behavioral consequences are consistent, instructional, respectful, and timely. For significant events, Student Aggression Incident Reports (SAIRs) are routinely submitted for additional documentation and support. |
|  | Have effective consequences for the student’s specific targeted behaviors of concern been identified? Are instructional consequences preplanned and clearly identified for the student, well in advance?  |
|  | Are the instructional consequences presented in a manner that the student understands? Are consequences presented in a consistent and timely manner?  |
|  | If a Behavior Intervention Plan is required, have staff members been trained? Are data regarding the specific targeted behaviors being collected and analyzed? |
|  | If additional assistance is requested, has administration been formally informed of details regarding each incidence of concern? Is data available |
|  | Are parents, the student, and other stakeholders providing input including support from community and installation service personnel?  |
| C-4 | CALM CARE materials, procedures, and self-reflective tools are in evidence and routinely in use. |
|  | Has the CALM CARE reflection tool been reviewed and have the individual components been considered? |
|  | Has “peer review” been considered to gain additional insight from a colleague who is not directly engaged with the student? |
| C-5 | Individualized behavioral data are collected systematically to allow for effective individualized instructional support and continuous progress monitoring toward achievement of general education grade level standards and/or IEP goals. |
|  | Does the current collected data answer questions regarding next steps that should be taken? |
|  | Has a target behavior been identified with beginning collection of baseline data? |
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| **D. CURRICULUM AND INSTRUCTION** |
| D-1 | Individualized instruction is age and developmentally appropriate with access to corresponding general education grade level standards. |
|  | Does instruction access general education standards in a manner that the student easily understands?* Is the material/instruction too difficult? Is the material/instruction too easy?
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|  | Is the length of the instruction/activity:* Too long?Too short?
 |
|  | Is the pace of the instruction:* Too rapid? Too slow?
 |
|  | Is the material interesting to the student?* How can you engage the student more effectively?
* How can you incorporate the student’s individual interests into the learning process?
* How can you build in breaks and/or periods of decreased demand in order to increase task completion?
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| D-2 | Instruction is individualized, student-centered, relevant, and meaningful, including effective interaction among students and adults. |
|  | Have strategies of “errorless learning” been incorporated into the student’s instruction?* Is the student given enough help to master the material? “I do, We do, You do”
* Are prompts being systematically faded?
* Is the student given too much help?
* Are specific strategies to build “behavioral momentum” in place?
 |
|  | Are instructional activities *(tactile, visual, manipulative, kinesthetic, auditory, etc.)* appropriate for the student’s most effective learning modality? |
| D-3 | All students are provided with equal opportunities *(i.e. assistive technology, adult support, accommodations and/or modifications)* to individually access the curriculum. |
|  | Is current assistive technology adequate to provide the student access to the curriculum?  |
|  | Have you consulted an assistive technology professional? |
|  | Is there a plan for systematic fading of adult (Supplementary Instructional Support) assistance while simultaneously increasing student independence? Are teacher and aides meeting regularly to ensure effectiveness of the plan? |
|  | Are additional modifications to the student’s curriculum needed? |
| D-4 | Frequent individualized checks for comprehension are provided and descriptive “feedforward” *(the next step)* is articulated by the student.  |
|  | Are checks for the student’s understanding: * Specific?
* Timely?
* Constructive?
* Tailored?
 |
| D-5 | Individualized data are collected systematically for effective student support and continuous progress monitoring toward achievement of general education grade level standards and/or IEP goals. |
|  | Is the information gained from collected data imbedded into the daily classroom routine? |
|  | Is the collected data meaningful? Does review provide the information you need to make informed, decisions regarding curriculum and instruction for the student? |