

BluePrint Definitions

Rooms within a Room: For each student you must determine if you have designed spaces that meet his/her needs throughout the school day

Student Schedules: Check off when you have developed an individualized picture/word/object schedule for each student

Classroom Schedule: This schedule will include not only what is scheduled for each day of the week and each time slot of the day, but this schedule indicates what staff member is assigned to each student every moment of the day.

Procedures: This is a system of visual procedures set up so that students are clear what is expected during direct instruction time, independent work time, and unstructured times during the day. The visual procedures allow students to see what is expected, what to do with work when it is completed and what happens next in their day.

Functional Communication: This is a visual reminder that every student needs a functional communication system that circumvents the need to use behavior to communicate. This could include such possibilities such as eye gaze, voice output devices, Picture Communication Exchange System, sign language, writing on a white board or using an ipad with a core vocabulary application.

Foundation Scripts: Social Skills are a foundation piece for students yet often get neglected in practical situations. This is included on the checklist to ensure that social scripts are incorporated and practiced as a natural occurrence during a typical school day.

Behavior: Behavior is an issue in many special education classrooms. This category is on the list to let the teacher view a summary of which students in the class have a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) in place. This can also be used to indicate if students have the appropriate visual supports in place to support their needs.

Curriculum: This is where programs can be listed. Students may be using different programs.

Data: This category serves as a visual reminder that each student needs data sheets, and data collection dates. It is recommended that data collection be done every two to three weeks unless a more urgent issue demands a more intense schedule like for behavior or health issues. Teachers need to document when IEP goals are worked on, but actual data should be taken according to the guidelines outlined above.

