

Specialized Varying Exceptionalities (SVE) Middle School Standards

School _____ Date(s) _____ Observer _____

Standards	Indicators	Evident	Not Evident	Comments
Standard-1 <i>Structured Teaching</i>	a. Classroom schedule is visible			
	b. Individual student schedules are visible and located in appropriate areas			
	c. Schedules vary with student based on students' needs (object/picture/icon/word sentence)			
	d. Teacher and assistant schedules are visible			
	e. Evidence of student work systems are structured work tasks within the systems			
	f. The following classroom areas are evident: * Break/Leisure * Small group * Direct Teaching * Transition * Large group * Independent task area			
Standard -2 <i>Communication</i>	a. Alternative communication system for non-verbal students are utilized throughout the day (PECs, sign language, visuals, total communication, paired with verbal)			
	b. Systematic, direct instruction of language development skills implemented daily			
	c. All language intents are developed: requesting, imitation, receptive identification, vocal skills, pre and advanced conversations skills			
	d. Language targets are developed collaboratively and implemented by SLP and teaching staff; evidence of regular consultation			
	e. Visuals are utilized comprehensively and across content			
	f. Evidence of interactive communication and social skills implemented throughout the day			

Standards	Indicators	Evident	Not Evident	Comments
Standard-3 <i>Curriculum</i>	a. Classroom materials align with the SVE cluster basic equipment list			
	b. Evidence of research/evidence based classroom materials			
	c. Reading, math, and other assessment materials are available to teachers			
	d. Evidence of grade level general education materials			
	e. Classroom objectives are clearly posted			
Standard-4 <i>Behavior</i> <i>Social</i>	a. Evidence of zone management for staff			
	b. Participation in school wide positive behavior management plan (include specials)			
	c. Teacher maintains data collection for skill instruction/IEP goals			
	d. Motivator menu is current on students			
	e. Positive behavior is recognized frequently			
	f. Evidence of research based applied behavioral analysis procedures			
	g. Functional Behavior Assessment and Positive Behavior Intervention Plan are in place for students, as needed			
	h. Evidence that social skills are taught systematically to all students			
	i. Implementation of evidence based techniques such as: * Social stories * Video scripting * Social scripting * Social thinking			
	j. Evidence of a crisis plan if appropriate			

Standards	Indicators	Evident	Not Evident	Comments
Standard-5 <i>Individual Student Learning Needs</i>	a. Instruction is aligned with Sunshine State Standards or SSS access points			
	b. Sensory breaks are incorporated into instruction as appropriate			
	c. Evidence that organizational strategies are taught systematically in all area (specials)			
	d. Leisure skills are taught systematically			
	e. Environmental distractions are minimized			
	f. Skills are taught systematically and generalized across settings			
Standard-6 <i>Home School Connection</i>	a. Home notes are sent on a regular basis			
	b. Evidence of collaboration with service providers (OT, SLP, Family Counselor)			
	c. Special education services (consultation/collaboration) are logged appropriately			
	d. Evidence of regular team meetings			
	e. Evidence of regular parent meetings/training			
	f. Matriculation activities take place for 6 th and 8 th grade students			