



# Texas School for the Blind & Visually Impaired Outreach Programs

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## A Classroom Environment Checklist for Students Who Are Deafblind

Adapted by Texas Deafblind Project

from a checklist created by Martha Veto, South Carolina Deafblind Project

Item	Yes	No	Comments
1. Is the class schedule posted?			
2. Does the organization of the room promote anticipation of scheduled events?			
3. Does the student have an individual calendar system or way of anticipating the sequence of activities throughout the day?			
4. Is there a lot of down time?			
5. Are there a variety of activities driven by the student's IEP goals?			
6. Is there systematic instruction?			
7. Is the student involved in orienting and moving in the room?			
8. Does the organization of the room promote orientation and independent mobility?			

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9. Are work areas and materials organized neat, labeled, and accessible?			
10. Are individual students' IEP goals, objectives, conditions, and criteria posted or easily available to instructional staff?			
11. Is there a variety of instructional settings: small group, one-to-one?			
12. Is the means of recording student progress in view?			
13. Is the means of recording student progress used at least weekly?			
14. Is the student treated in an age-appropriate and respectful way?			
15. Is the classroom organized to allow for privacy during change of clothing, diapering, and toileting?			
16. Are there opportunities for choice-making?			
17. Is the student given time and opportunity to take part and do things for him/herself as often as possible?			
18. Does staff expect and wait for communication from student?			
19. Are there opportunities and partners for the student to communicate and receive communication?			
20. Is there a system that allows the student to communicate expressively?			
21. Is there a system that allows the student to communicate receptively?			

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22. Is the communication system posted?			
23. Is communication system widely used?			
24. Are there opportunities to interact with peers?			
25. Are social skills taught?			
26. Is there access to the general curriculum and is it appropriately adapted to the child's developmental level?			
27. Is assistive technology being used in the classroom? (this can include both low- and high-tech items)			
28. Does each student have and use appropriate adaptive equipment or corrective aids?			
29. Are they working and checked daily?			
30. Are lighting levels sufficient?			
31. Are lighting levels sufficient adjustable?			
32. Does the classroom have adequate sound-dampening and sound-enhancing features?			
33. Is there an appropriate level of sensory stimulation in the classroom?			

